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ABSTRACT

The document describes model demonstration projects, products, and Learning Disabilities Research Institutes funded by the Program for Severely/Profoundly Handicapped Children and Youth and by the Handicapped Children Model Program (HCMP). An overview section contains an analysis of data regarding the characteristics of children/youth served, services provided, service delivery areas, and project staff of special education programs. Also offered are brief summaries of the Learning Disabilities Research Institutes at the University of Illinois at Chicago, the University of Kansas, the University of Minnesota, the University of Virginia, and Teachers College of Columbia University. A directory section outlines approximately 47 HCMP and Special Needs Programs in terms of project title, project areas, year of funding, staff required to operate the program at another site, characteristics of the population served, service areas, services provided, evaluation instruments and procedures, and project abstracts. The five Learning Disabilities Research Institutes are described in terms of title, principle investigator or director, age range of students, abstracts, and major research findings. Another section lists products resulting from the projects/institutes, including brochures, newsletters, directories, catalogs, manuals, assessment/evaluation instruments, training guides, curricula, literature reviews, and technical and research reports. Project code numbers are assigned to each product which correspond to mailing information in the address section which follows. A final section provides an index to program information, assessment instruments, and disseminable products. (SB)

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PDAS
Program Development
Assistance System
University of Washington

Overview, Directory & Product Guide 1980-81

Handicapped Children's
Model Programs

Special Needs
Programs

Learning Disabilities
Research Institutes

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Preface

The United States Education Department, Special Education Programs (formerly the Office of Special Education and Rehabilitative Services) has implemented a national strategy for providing quality educational services to the handicapped through the funding and administration of a variety of programs in the areas of personnel preparation, research, and development of educational service delivery models. The Program Development Branch currently funds both model demonstration projects and Learning Disabilities Research Institutes. The funding of such programs is consistent with this national strategy and has served as a major impetus for the development of quality educational services for handicapped children and youth. The development, evaluation, dissemination, and replication of the resultant innovative practices comprise the ultimate goals for these programs.

The Program Development Assistance System (PDAS) is contracted by the Special Education Programs to provide program development assistance to two educational program areas. These are the Handicapped Children's Model Programs (HCMPs), which include five Learning Disabilities Research Institutes (LDRIs), and the Programs for Severely/Profoundly Handicapped Children and Youth, which are administered out of the Special Needs Section and are referred to here as Special Needs Projects (SNPs). The Handicapped Children's Model Programs and the Programs for Severely/Profoundly Handicapped Children and Youth are funded for three years for the purposes of developing and disseminating innovative educational practices designed for handicapped children and youth and their families. The Learning Disabilities Research Institutes are currently in the first year of their second three-year contract period. They are conducting research in specific areas related to the

nature and education of children with specific learning disabilities with the ultimate goal of developing improved and innovative educational interventions for this target population.

A major area of assistance offered by PDAS is directed at dissemination and involves assisting projects and Institutes in their diffusion of information about their practices and products. The annual Overview, Directory & Product Guide is one means of assisting the projects and Institutes in their dissemination efforts by providing nationwide program visibility in the field of special education and by facilitating the dissemination of information to a nationwide audience. In addition, it facilitates the exchange of information between projects within the HCMP and SNP networks, LDRIs, and Special Education Programs, as well as other agencies and individuals in the field of special education.

To facilitate information access, this document is divided into six sections:

- 1) The **Introduction** provides a description of the Handicapped Children's Model Programs, the Programs for Severely/Profoundly Handicapped Children and Youth, and the Learning Disabilities Research Institutes.
- 2) The **Overview** contains an analysis of the data on many program variables.
- 3) The **Directory** provides comparable information on each program; abstracts are included in this section.
- 4) The **Product Guide** contains a list of products, developed by projects and Institutes, which are currently available for dissemination.
- 5) **Addresses** of projects and Institutes are included to facilitate requests for information.
- 6) The **Index** provides a guide to the location of program information by a number of project characteristics.

PDAS hopes that individuals who use this document will find the information helpful to them in their attempts to improve the quality of educational services for handicapped children and youth and their families.

Introduction

Dr. William Swan
Acting Chief
Program Development Branch
Special Education Programs

This Overview, Directory & Product Guide describes two groups of model demonstration projects and five Learning Disabilities Research Institutes. One group of model demonstration programs is funded by the Program for Severely/Profoundly Handicapped Children and Youth, while the other is funded by the Handicapped Children's Model Program, which also supports the Learning Disabilities Research Institutes. While there are significant commonalities between the two groups of projects (e.g., model development, demonstration, dissemination, continuation funding), there are also unique characteristics of the two groups (e.g., history, goals and objectives, priority areas).

HANDICAPPED CHILDREN'S MODEL PROGRAM (HCMP)

(Elementary, Secondary, and Post-Secondary Section)

The purpose of the Handicapped Children's Model Program is to develop and conduct model programs for handicapped children and youth at the elementary, secondary, and post-secondary levels. The program was authorized by Public Law 95-49, Title VI, Part E, Section 641, in FY 78 and is an outgrowth of the Child Service and Demonstration Centers originally designed for learning disabled students.

The goal of HCMP demonstration projects is to develop new or improved approaches in the education of the handicapped. Project activities include services to handicapped children and youth and their parents and families, staff development, training for administrators and interdisciplinary teams, specialized assistance to regular and special educators, materials development, interagency coordination procedures, dissemination, and replication. Eligible applicants for these grants included public agencies and private, non-profit agencies, who competed for three-year grants with annual renewal. All project activities are consistent with the rules and regulations of Public Law 94-142. Program priorities include, but are not limited to, career education for handicapped children, education for handicapped children residing in rural areas, integrated programs for handicapped and nonhandicapped children, secondary education for handicapped children, and programs for seriously emotionally disturbed children.

This program also supports the Learning Disabilities Research Institutes, which conduct long-term programmatic research on the nature of educational treatment of children with specific learning disabilities. These Institutes will produce a set of viable educational interventions for children with specific learning disabilities, and will disseminate these findings with applications to interested parties. Institutes have been funded on a contractual basis for three-year periods.

Currently the HCMP is supporting 67 projects in 30 states, 18 first-year, 26 second-year, and 23 third-year demonstration grants, and five Learning Disabilities Research Institutes.

PROGRAM FOR SEVERELY/PROFOUNDLY HANDICAPPED CHILDREN AND YOUTH (Special Needs Section)

The Program for Severely/Profoundly Handicapped Children and Youth was established to direct national attention to the special educational rights and needs of severely/profoundly handicapped children. These projects were funded to develop programs to enable the most severely handicapped children and youth to become as independent as possible, thereby reducing their requirements for institutional care and providing opportunities for self-development. The program was authorized by Public Law 91-230, Title VI, Part C, Section 624 and is a contract program. It began in July 1974, with the Telecommunications Service Program (Phase I) and Comprehensive Service Programs (Phase II). Phase III -- Categorical Service Programs -- was supported from 1975 through 1977. Phase IV -- Innovative Education Service Program -- was begun in July 1978, and Phase V -- Innovative Approaches to Identified Special Needs -- was begun in July 1979. This last phase includes RFPs on integrated service delivery models, deinstitutionalization, model services for autistic children and youth, and innovative practices for deaf-blind children and youth. This program has moved from generalized approaches to specific areas of need since 1974. The particular contracted activities are specified in each RFP.

Currently, there are 27 contracts -- 17 states from Phases III through V. These contracts are awarded to a variety of agencies, both public and private, non-profit, and they serve a variety of severely/profoundly handicapped children and youth.

TECHNICAL ASSISTANCE CENTERS

Both the Handicapped Children's Model Program and the Program for Severely/Profoundly Handicapped Children and Youth support the Program Development Assistance System (PDAS), the technical assistance center which serves model projects and Institutes. PDAS works cooperatively with the projects and the staff of Special Education Programs to assist in developing quality programming through helping projects meet their objectives. Assistance areas which receive particular emphasis include planning, model development, demonstration and dissemination, and obtaining continuation funding of direct service components.

The model projects funded by both programs are seeking practical solutions to complex and demanding problems. These projects are in varying stages of model development and service delivery, and represent a very diverse population. Each project is similar, however, in that it is committed to finding more effective ways to serve handicapped children and youth and their families, consistent with the mandate of Public Law 94-142, and to sharing the results of their efforts with the broadest national audience which shares this commitment.

Overview

The Overview section contains an analysis of data provided by the Handicapped Children's Model Programs, the Programs for Severely Handicapped Children and Youth, and the Learning Disabilities Research Institutes. These programs are located in a variety of settings, including local and state agencies, private non-profit schools or hospitals, colleges and universities, residential settings, and students' homes. They serve a wide range of ages and handicapping conditions, and represent a diversity of philosophical bases and educational approaches.

Overview

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HANDICAPPED CHILDREN'S MODEL PROGRAMS AND PROGRAMS FOR SEVERELY/PROFOUNDLY HANDICAPPED CHILDREN AND YOUTH

The information presented in this Overview section was derived from data provided by the two major program areas within the Program Development Branch of the Special Education Programs. These are the Handicapped Children's Model Programs and the Programs for Severely/Profoundly Handicapped Children and Youth. These 94 projects represent a wide variety of age ranges and handicapping conditions served, as well as model orientations. The following data summarize the major features of these projects and provide focus for the project information presented in the Directory section.

Characteristics of Children/Youth Served

Number Served. During 1980-81, 18 first-year, 26 second-year, and 23 third-year HCMP projects (a total of 67) and 8 third-year and 19 first-year SNP projects (a total of 27) provided services to handicapped children and youth

and their families. Of these projects, 58 HCMPs and 25 SNPs reported data on the total number of students served. A total of 11,501 children and youth were served by the 83 reporting projects; an additional 325 nonhandicapped children and youth were provided services in mainstreamed settings. For the HCMPs reporting these data, the mean number of students served was 198, the median was 62 and the range was 4 to 4,750. SNPs reported serving a mean of 35 per project with a range of 1 to 94 and a median of 19. The HCMPs reported serving 17,627 students and the SNPs served 948 students. The remaining 11 projects did not provide these student data due to the nature of the services they provide and their model orientations. For example, projects which serve as a resource center for parents or a lending library had difficulty determining the number of students served.

Disability Types. Projects were asked to classify the children they served by disability type; the disability types are those specified in PL 94-142. Table 1 presents the number of children and youth served as categorized by disability types and age groups across both program areas. Children with specific learning disabilities comprise the largest group served (43.2%), followed by mentally retarded (14.2%), hard of hearing (13.6%), seriously emotionally disturbed (9.8%), multiply handicapped (7.9%), and speech impaired (3.7%); the remaining 7.6% of children served are distributed among the eight other disability types. The number of HCMP and SNP projects serving the various disability types is presented in Table 2. The data indicate that the three most common disability categories served by HCMP projects are specific learning disabled (70%), mentally retarded (68%), and seriously emotionally disturbed (61%). Unlike the HCMP grants, the majority of SNPs are funded to serve specific disability categories, i.e., deaf-blind and autistic, or to develop models for vocational education for severely/profoundly handicapped. This specificity in focus accounts for the large percentages in certain disability categories. SNP projects most frequently serve deaf-blind (56%) and mentally retarded (52%) children. The data were further analyzed to determine the number of projects which serve only a single disability type (Table 3). The data indicate that 40% of the HCMP projects focus on children in a single disability category while 96% of the SNPs serve only one type of handicap.

Ages. In addition to specifying the disabilities of children served, projects were asked to indicate the ages of those children. Table 1 indicates that the most frequently served children are in the age range of 6-8 (n=5,817; 50.6%), followed by 13-18 (26.8%) and 9-12 (14.1%). The average age of children served by HCMPs is 11.8, while for the SNPs it is 14.6. The average age across programs is 12.2.

Both HCMP and SNP projects report serving students ranging from preschool age (0-5) to postsecondary (22+) (Table 4). These data indicate that both HCMP and SNP projects serve similar percentages within the 0-12 classifications. It is apparent that the majority of HCMP and SNP projects serve children in the secondary range. Those projects who reported serving young handicapped (0-2) students are not direct service delivery models, but rather are developing models such as service delivery systems or program evaluation systems, which are generic to all ages and disability types.

TABLE I
NUMBERS OF CHILDREN SERVED AS CLASSIFIED
BY DISABILITY TYPES AND AGE GROUPS^a

Disability Type	Age Group							Total	%
	0-2	3-5	6-8	9-12	13-18	19-21	22+		
Specific Learning Disabilities ^b	0	63	2942	723	1130	101	6	4965	43.2
Mentally Retarded	5	69	185	184	944	237	3	1627	14.2
Hard of Hearing	9	53	1460	11	20	7	0	1560	13.6
Deaf	0	10	22	27	22	9	0	90	0.8
Speech Impaired	0	91	89	124	113	9	0	426	3.7
Visually Handicapped	0	2	25	8	20	1	0	56	0.5
Blind	0	0	6	8	51	4	1	70	0.6
Deaf-Blind	0	6	19	67	53	23	2	170	1.48
Seriously Emotionally Disturbed	18	58	485	272	283	15	0	1131	9.8
Autistic	0	10	17	11	42	6	3	89	0.8
Orthopedically Impaired	0	25	39	31	43	9	0	147	1.3
Other Health Impaired	0	0	24	21	188	20	0	253	2.2
Multiply Handicapped	16	41	504	135	175	34	0	905	7.9
Totals	48	428	5817	1622	3084	475	15	11,489	100.1

^aThere may be overlap in these data as projects could respond to more than one category.

^bOne project reported mildly handicapped in the Specific Learning Disabilities category, and included TMR children in the Seriously Emotionally Disturbed Category.

Note. HCMP: n=58; SNP: n=25

TABLE 2
NUMBER OF PROJECTS SERVING THE VARIOUS DISABILITY TYPES^a

Disability Type	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Specific Learning Disabilities	40	70	1	4	41	50
Mentally Retarded	39	68	13	52	52	63
Hard of Hearing	14	24	1	4	15	18
Deaf	11	19	2	8	13	16
Speech Impaired	24	42	1	4	25	30
Visually Handicapped	11	19	2	8	13	16
Blind	6	10	1	4	7	8
Deaf-Blind	2	3	14	56	16	19
Seriously Emotionally Disturbed	35	61	2	8	37	45
Autistic	4	7	9	36	13	16
Orthopedically Impaired	18	32	2	8	20	24
Other Health Impaired	11	19	1	4	12	15
Multiply Handicapped	20	35	12	48	32	39

^aThere may be overlap in these data as projects could respond to more than one category.

Note. HCMP: n=57; SNP: n=25.

Services Provided to Children/Youth

Model projects provide a variety of services to students. The services listed in Table 5 reflect the diversity of the program activities and service providers. While some projects operate primarily in a classroom and provide a full range of educational services to students, others may be primarily involved with training other professionals to implement a specific set of procedures or interventions, or may be developing models for interagency cooperation which are designed to enhance the quality and cost efficiency of service delivery. Facilitative services refer to either additional services provided beyond the basic model, such as a separate staff development program, or programs such

TABLE 3
NUMBER OF PROJECTS SERVING A SINGLE DISABILITY TYPE

Disability Type	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Specific Learning Disabilities	4	7	0	0	4	5
Mentally Retarded	1	2	0	0	1	1
Hard of Hearing	0	0	0	0	0	0
Deaf	0	0	0	0	0	0
Speech Impaired	0	0	0	0	0	0
Visually Impaired	0	0	0	0	0	0
Blind	0	0	1	4	1	1
Deaf-Blind	0	0	9	36	9	11
Seriously Emotionally Disturbed	7	4	0	0	2	2
Orthopedically Impaired	2	4	2	8	4	2
Other Health Impaired	0	0	0	0	0	0
Multiply Handicapped	9	16	12	48	21	27
Total	18	40	24	96	42	47

Note. HCMP: n=57; SNP: n=25. The remaining projects serve cross-categorical populations: 39 HCMPs (68%); 1 SNP (4%); combined (49%).

as program evaluation, which will ultimately have impact on future service delivery options, but are not providing direct services to any specific group.

The "Total" columns refer to the total number of projects across both HCMP and SNP program areas which provide a specified service activity. Clearly, the most common type of model is that of direct service delivery. A full 87% of the projects provide direct instruction or training to children or youth. Apparent in this table are the number of projects which provide specialized training to professionals such as school staff who in turn provide services to students. Due to the way in which the data were reported there is overlap between categories, as most projects which provide direct service also provide training to other service delivery staff.

TABLE 4
AGE RANGE OF STUDENTS BY PROJECTS^a

Age Range	Program Area					
	HCMP	% HCMP	SNP	% SNP	Total	%
0-2	1	0.6	1	3.7	2	2.1
3-5	16	24.2	6	22.2	22	23.6
6-8	31	47.0	10	37.0	41	44.0
9-12	36	54.5	14	51.9	50	54.0
13-18	46	70.0	23	85.2	69	74.1
19-21	21	32.0	16	59.3	37	39.8
22+	2	3.0	2	7.4	4	4.3

^aThere is overlap in these data because projects frequently serve more than one age group.

Note. HCMP: n=66; SNP: n=27

Service Delivery Areas

Operational Bases. HCMP grants and SNP contracts are awarded to local or state educational agencies, institutes of higher education, public agencies, or private, non-profit agencies. The largest portion of the HCMPs (66%) are administered within a local education agency. This is also true for the SNPs (48%) (Table 6). After LEAs, the SNP projects are administered by colleges and universities (30%). This compares to 17% of the HCMPs. Private, non-profit agencies and other publicly funded agencies were almost equally represented for both program areas (HCMP=15%; SNP=22%), while only 5% of all HCMPs and 7% of SNPs are administered by state educational agencies.

Breadth of Area. The operational base of a project is not necessarily its service delivery site. For example, many projects are administered by staff who are affiliated with an institution of higher education but operate, through cooperative arrangements, within the public schools. Breadth of service area was determined by asking projects to indicate the number of school districts receiving services from the project. Ten HCMP projects and ten SNP projects indicated that they provide services to an entire state, or to more than one state. The 83 HCMP and SNP projects reported focusing on selected districts

TABLE 5
PROGRAM ACTIVITY BY SERVICE PROVIDER^{a,b}

Program Activity	Service Provider					
	Staff	%	Trained By Staff	%	Combined Total	%
A. Services to Children						
Screening/Child-Find	33	36	21	23	41	45
Referral to Appropriate Program	31	34	23	25	43	47
Initial Diagnosis/Assessment	51	55	31	34	64	70
IEP Development	55	60	43	47	70	76
Instruction/Therapy Plan Development	42	46	36	39	54	59
Direct Instruction/Training	60	65	58	63	80	87
Direct Therapy	31	34	25	27	39	42
Ongoing Evaluation of Progress	64	70	48	52	72	78
Family Training/Counseling/Therapy	46	50	30	33	58	63
Related Services	39	42	30	33	48	52
B. Facilitative Services^c						
<u>Service</u>	<u>No. of Projects</u>		<u>%</u>			
Administration Models	5		5.4			
Interagency Cooperation Models	8		8.7			
Evaluation Programs	3		3.3			
Other Services (e.g., parent involvement programs, telecommunications programs)	19		20.7			

^a As most projects responded to more than one category, there is overlap in these data; "Other" refers to a service provider not directly affiliated with the project (e.g., school district); "Total" refers to the number of projects providing that service.

^b Note, n=82 projects

^c These services can be the major focus of a project, or may be provided in addition to the central project activities.

within a given state. The number of schools or facilities being served by the combined program areas is 1209; the range is from 1-303 ($\bar{X}=15$); 439 school districts (range: 1-56; $\bar{X}=6$) and 287 counties were served (range: 1-38; $\bar{X}=4$ per 72 projects reporting).

TABLE 6
NUMBER OF OPERATIONAL BASES BY PROGRAM AREA^a

Base	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Local Education Agency	43	66	13	48	56	61
State Education Agency	3	5	2	7	5	5
Institute of Higher Education	11	17	8	30	19	21
Publicly Funded Agency	4	6	2	7	6	7
Private, Non-Profit Agency	10	15	6	22	16	17
Other Private Source	0	0	1	4	1	1

^aThere may be overlap in these data as projects could respond to more than one category.

Population Regions. It is apparent that the model programs tend to operate beyond one service site and are involved in a number of local school districts or other agencies, which is certainly a measure of program impact. A further measure of the scope of the impact is found in the population regions served by the projects (Table 7).

There is considerable overlap in the numbers of population regions, a factor which can be expected given the data on the extent of service areas. In few instances can a project be considered to serve only one area, such as rural or urban; however, an HCMP which is located on an Indian reservation and a project which serves native Alaskan villages are examples of such programs. Further examples include several projects located in inner city sites which serve bilingual or minority populations.

In most instances projects provide their services in a number of diverse areas beyond the original base or site. Thus, the services tend to be rather evenly distributed over both geographic areas and HCMP and SNP programs.

Specific Service Delivery Sites. In addition to the size and geographic characteristics of areas served, projects were asked to indicate their specific delivery sites. These are reported in Table 8, and again demonstrate the diversity of the model programs. The largest number of HCMP and SNP projects operate within regular elementary and secondary schools. For HCMPs, the next largest site categories are special elementary (35%) and secondary schools (26%). The data are somewhat different for SNPs. Although these sites include special elementary schools (33%), they are located more

TABLE 7
NUMBER OF POPULATION REGIONS BY PROGRAM AREA^a

Population Region	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Inner City	22	34	8	30	30	33
Major City	27	42	15	56	42	46
City	29	45	15	56	44	48
Suburban	27	42	12	44	39	42
Small Town	21	32	13	48	34	37
Rural	27	42	14	52	41	45

^a There may be overlap in these data as projects could respond to more than one category.

often in residential facilities (37%). In addition, 30% reported that various services, including parent training and home-living skills training, are provided in students' residences. It should be noted once again that projects could respond to more than one category, and frequently projects reported operating in at least two sites. This overlap is most apparent in the "Other" category, which includes projects that provide training in classrooms, job sites, and other locations; these include the numerous vocational education programs as well as several projects which provide specific education in areas such as special science, art, or recreation. Most categories of service delivery sites are self-explanatory; however, projects were not asked to indicate the degree to which the program was integrated (i.e., handicapped being served, with nonhandicapped).

The category "Higher Education Institute" refers to those delivery sites which are located directly on a college or university campus. It does not include projects operating within special centers or schools which might be administered by and/or located on a college or university campus. The "Other" category includes a variety of projects which provide services in unique settings such as museums or wilderness campsites, as well as those which operate in hospitals. Projects which provide indirect or resource services such as lending libraries or material resource centers are also included in this category.

TABLE 8
NUMBER OF SERVICE DELIVERY SITES BY PROGRAM AREA^a

Site	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Regular Elementary School	28	43	12	44	40	43
Regular Secondary School	30	46	12	44	42	46
Higher Education Institution	6	9	1	4	7	8
Regular Vocational School	1	2	0	0	1	1
Special Elementary School	23	35	9	33	32	36
Special Secondary School	17	26	5	19	22	32
Special Higher Education Institution	3	5	0	0	3	3
Special Vocational School	2	3	4	15	6	7
Residential Facility	7	11	10	37	17	18
Special Center (non-school)	8	12	4	15	12	13
Student's Residence	9	14	8	30	17	18
Other (e.g., job site, workshop, hospital, museum, wilderness setting)	21	32	9	33	30	33

^aThere may be overlap in these data as projects could respond to more than one category.

Project Staff

The types of staff supported by the projects was yet one more example of the heterogeneity of the program models. While educational personnel predominated, there were a number of other professionals associated with the programs. The data presented in Table 9 do not reflect the total numbers of the various professionals, only the numbers of projects which have a staff person in a specific category.

In many categories, particularly those of teachers and instructional staff, there was a degree of overlap, as staff members tended to have instructional responsibilities for children and to be involved with parent training as well as with training of other professionals. The data presented in Table 9 do not

TABLE 9
NUMBER OF PROJECTS WITH STAFF IN
MAJOR PERSONNEL CATEGORIES BY PROGRAM AREA

Project Staff	Program Area					
	HCMP	% HCMP	SNP	% SNP	Combined Total	%
Teacher/Instruction Personnel for Children	44	48	17	18	61	66
Teacher/Instruction Personnel for Staff	23	25	9	10	32	35
Teacher/Instruction Personnel for Parent	12	13	5	5	17	18
Teacher Aide/Intern/Assistant	31	34	12	13	43	47
Occupational Therapist	6	7	4	4	10	11
Physical Therapist	6	7	4	4	10	11
Psychologist	19	21	3	3	22	24
Speech/Communication Specialist	13	14	7	8	20	22
Medical Staff	7	8	1	1	8	9
Social Worker	10	11	3	3	13	14
Counselor	6	7	1	1	7	8
Specialty Staff	21	23	17	18	38	41

necessarily indicate the number of individuals who are employed, but rather the basic functions and responsibilities of staff. That is, an individual who is involved in direct instruction might also be involved with staff training and perhaps parent education. Over half (66%) of all projects employ staff as teachers or instructors for students, 35% also utilize staff as inservice trainers, and 18% of all projects have staff who are also responsible for parent education. The relatively low number of projects utilizing parent trainers may be due in part to the number of projects serving secondary students. After the category "Instructional Personnel for Children", the second largest category is "Teacher Aide/Intern/Assistant" (47%), followed by "Specialty Staff" (41%), which refers to a variety of highly specialized personnel, such as media arts specialists, rehabilitation engineers, and job-site coordinators. SNP projects reported using these specialty staff as much as teachers or other direct instructional personnel, which is almost certainly a response to the special needs of these severely/profoundly handicapped students.

The data presented here have highlighted major program characteristics of the

Handicapped Children's Model Programs and the Programs for Severely/Profoundly Handicapped Children and Youth and were drawn from questionnaires completed by the projects. The Directory and Product Guide sections which follow provide detailed information about these projects and the children and youth they serve, while the Index contains project numbers for each of the categories discussed in this section, as well as for additional categories.

LEARNING DISABILITIES RESEARCH INSTITUTES

In 1977 Special Education Programs (then the Bureau of Education for the Handicapped) awarded five Learning Disabilities Research Institutes a three-year contract to 1) conduct research on the characteristics of children with learning disabilities as well as on educational programs and 2) provide direct service to client populations to produce a set of replicable educational materials and/or procedures with demonstrated effectiveness. The Institutes are located at University of Illinois - Chicago Circle, Columbia University - Teacher's College, University of Kansas, University of Minnesota, and University of Virginia.

In 1980-81 the Institutes were awarded a second three-year contract to continue their research efforts. They are, therefore, completing their fourth year of operation. During this time, all five LDRIs have produced a large number of research reports and literature reviews, as well as articles for journals and other professional publications. Included here is a brief summary of each Institute's research focus. The individual abstracts included in the Directory provide a more in-depth profile of each LDRI; a detailed list of the products available from each is included in the Product Guide. These products are also listed by project code number in the Index.

Learning Disabilities Research Institutes: Summaries

University Of Illinois: Chicago. The Chicago Institute for Learning Disabilities (Project CHILD) is engaged in a comprehensive exploration of the field of learning disabilities. The Institute is organized into four core research programs. One program is focused on learning disabled (LD) children's attributions about success and failure, and their social-language competence as they interact with peers, teachers, and parents. A second program is focused on LD children's nonverbal behaviors, ingratiation strategies, and others' attributions toward them. The third program is involved with the oral reading and reading comprehension of these children, and the fourth program is concerned with learning and memory of LD children.

University of Kansas. The University of Kansas Institute for Research in Learning Disabilities is a joint research effort involving the Department of Special Education and the Bureau of Child Research. The Institute has specified the learning disabled adolescent and young adult as the target population and is committed to the development of a comprehensive epidemiology data base as a strategy for describing learning disabilities. This description will serve as a basis for the design and validation of intervention and support systems that enhance the adolescent's performance in school, home, community, and employment settings.

University of Minnesota. Assessment and decision-making procedures for identification of learning disabled (LD) youngsters are the foci of research being conducted at the University of Minnesota's Institute for Research on Learning Disabilities. Researchers are working with elementary students and school personnel to understand current practices more thoroughly and to design and test alternative assessment and decision-making models. Efforts are being focused on the process and content of assessment in five kinds of decisions made for LD youngsters: (1) screening/referral, (2) identification/classification, (3) placement/intervention, (4) classroom progress evaluation, and (5) program evaluation.

University of Virginia. The goal of the University of Virginia Learning Disabilities Research Institute is to determine efficacious educational procedures for enhancing the academic and social competence of learning disabled (LD) children. During the past few years a wealth of evidence has accumulated indicating that a major problem manifested by many LD children can be subsumed under the general rubric of strategy deficit problems. Thus, researchers at the Virginia LDRI are systematically studying educational methods for enhancing the development of learning strategies in LD children.

Teachers College, Columbia University. The Research Institute for the Study of Learning Disabilities, Teachers College, Columbia University, is focused on the following research objectives for learning disabled (LD) children: (1) to develop and evaluate effective teaching methods for LD children; (2) to develop measures which contribute to the refinement of the definition of learning disabilities and to the diagnosis of LD children; and (3) to build a conceptual model of learning disabilities within an information-processing framework.

SUMMARY

The information presented in this section, as well as the Directory which follows, has been organized to facilitate easy retrieval and designed to provide an overview of the projects. Attempts to summarize the HCMF and SNP model programs and the LDRIs does not reflect the the innovative and unique aspects of each program. The Directory section which follows provides more specific information about each project and Institute and reflects the diverse nature of these programs and the innovative educational practices they are developing.

Directory

This section contains information provided by the HCMP and SNP projects and Learning Disabilities Research Institutes. For the HCMP and SNP projects, major information areas include project title, program area, year of funding, staff required to operate the program at another site, characteristics of the population served, service areas, services provided, evaluation instruments and procedures, and project abstracts. Disseminable products developed by the projects are listed in the following section.

As the Learning Disabilities Research Institutes are research oriented, the information provided is different from that of the HCMP and SNP projects. Information includes LDRI title, principal investigator or director, age range of students, abstracts, and major research findings. The LDRIs were asked to restrict their list of research findings to the 10 most significant. Disseminable products developed by the LDRIs are also listed in the following section.

This section is paginated by a project or Institute code number assigned by PDAS. For example, the first two pages are both paginated H-001, as they both contain information from that project. H refers to HCMP, and 001 refers to the project number; likewise, S refers to SNP projects and L to the LDRIs. In the sections which follow, all program information, products, addresses, and descriptors are indexed by project code number. This method should facilitate information access throughout the Overview, Directory & Product Guide.

Abbreviations frequently used in the Directory section under Administration are PI, Principal Investigator; CO, Project Coordinator; and PD, Project Director.

Handicapped Children's Model Programs

PROJECT TITLE: PROJECT SELPH: SCIENCE ENRICHMENT FOR LEARNERS WITH PHYSICAL HANDICAPS

PROJECT STAFF:

Administration: Watson M. Laetsch, PI; Herbert D. Thier, PI; Linda Delucchi, CO

Contact Person: Herbert D. Thier, (415) 642-3679

Project Address: Lawrence Science Center
University of California at Berkeley
Berkeley, CA 94720

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: In this project, hands-on science activities from the Science Activities for the Visually Impaired (SAVI) Project are modified for use with orthopedically handicapped and learning disabled children and youth. The approach and content of these activities are intended to enhance disabled children's experience with their environment as well as to foster personal interaction between the disabled and their nondisabled peers. The project is also operating model Science Learning Centers in mainstream classrooms. These centers are integrated components of the regular elementary school classroom and operate as science enrichment centers for handicapped and nonhandicapped students. Paraprofessionals, teacher aides, preservice teachers, and peer-group teachers are selected to staff the Science Learning Centers. At the conclusion of the project, a Center Training and Operations Manual will be written to aid prospective center users to: 1) set up a Science Learning Center, 2) train leadership personnel to use it, and 3) manage equipment and direct the center's operations on an ongoing basis.

POPULATION SERVED: This project serves children and youth, ages 8-13, who are learning disabled, mentally retarded, hard of hearing, speech impaired, visually handicapped, blind, deaf-blind, seriously emotionally disturbed, orthopedically impaired, other health impaired, and multiply handicapped. Handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u> </u>	<u> X </u>
IEP Development:	<u> </u>	<u> X </u>
Instruction/Therapy Plan Development:	<u> X </u>	<u> X </u>
Direct Instruction/Training:	<u> X </u>	<u> X </u>

Ongoing Evaluation of Progress:

X

X

Family Training/Counseling/Therapy:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

X

Facilitative Services: This project is an administrative model.

SERVICE SITES: Services are provided in 35 schools/facilities, including regular elementary and secondary schools, regular higher education facilities, special elementary schools, residential facilities, private residences, museum facilities, and summer camps. Nine school districts are involved, in city, major city, inner city, suburban, small town, and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Interaction Observation Forms (3, 4)
 - Evaluative Curriculum-Embedded Tests (3)
-

Contact project

PROJECT TITLE: SECONDARY HANDICAPPED CHILDREN'S MODEL PROGRAM

PROJECT STAFF:

Administration: Robert Ogle, PI; Jean Dancy-Crim, CO

Contact Person: Jean Dancy-Crim, (916) 483-3263

Project Address: San Juan Unified School District
Special Projects Department
3738 Walnut Avenue
Carmichael, CA 95608

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The project provides 22 special education teams (teacher and aide) the opportunity to leave their classrooms for up to six weeks of on-site project training in direct instruction methods and materials, behavior management, time management, and classroom organization. Additionally, program participants may elect to receive training in any or all of the following: Learning to Remember, a program of respondent conditioning; reinforcement techniques; motivation techniques; and language arts minimum competencies. During the time the team is in training, their teaching responsibilities are assumed by a roving demonstration team (teacher and aide). This team introduces direct instruction methods and materials and behavior management strategies in the classroom to parallel the training that the team is receiving at the site demonstration classroom. Teams in training return to their classrooms each Thursday to observe the changes being made in their classroom.

POPULATION SERVED: This project provides services to learning disabled, mentally retarded, seriously emotionally disturbed, orthopedically impaired, and multiply handicapped youth, ages 13-21. Handicapping conditions are mild to severe.

SERVICE SITES: Services are provided in regular secondary schools in suburban areas. Eleven schools in one school district are involved.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Direct Instruction/Training:	_____	<u>X</u>
Ongoing Evaluation of Progress:	_____	<u>X</u>
Family Training/Counseling/Therapy:	_____	<u>X</u>

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, psychologist, clerical/secretarial support staff, and parent trainer.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use).

Availability

-
- Wide Range Achievement Test (3)
 - Iowa Test of Basic Skills (3)
 - Woodcock Reading Mastery Tests (3)
-

Commercially available

PROJECT TITLE: SPECIAL EDUCATION JUNIOR HIGH SCHOOL PROJECT

PROJECT STAFF:

Administration: Joseph D. Purdy, PI, CO; Larry Schram, PI

Contact Person: Joseph D. Purdy, (805) 928-3011

Project Address: Joseph D. Purdy
P O Box 532
Santa Maria, CA 93456

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The purpose of this project was to develop a multidimension intervention methodology to change historical operating structures and systems of current school operations and staff and administrative attitudes and behavior in order to make special education an integral part of regular education. The intervention methodology consisted of three parts: 1) a change process model for schools; 2) a team-building program; and 3) an instructional support kit.

The Change Process Model for Schools is a 14-hour, five-part process which brings together the majority of the regular faculty, key administrative personnel, and special educators to: 1) learn the value and power of synergism, 2) identify current school problems associated with serving handicapped students, 3) identify solutions, 4) develop solution priorities, 5) select an action team to manage the transition from the current to the new operations, and 6) train the action team in team operations and processes.

The focus of the Instructional Support Kit (ISK) is on day-to-day instructional and behavioral management of the handicapped student in the regular classroom. The ISK also provides a format for regular and special educators to communicate and develop IEP goals. The ISK is separated into three major categories: affective, cognitive, and psychomotor. Suggested instructional strategies are provided in each area for junior high school students.

POPULATION SERVED: This project provides services to speech impaired, seriously emotionally disturbed, and moderately learning handicapped youth, ages 13-15.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

Staff

Trained By Staff

Direct Instruction/Training:

X

Facilitative Services: This project is an organizational change model.

SERVICE SITES: Services are provided in regular secondary schools, located in major city, small town, and suburban settings. Five schools in five districts and two counties are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, and administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Third-Party Evaluation (4)

Contact project

PROJECT TITLE: PROJECT REACH: A RURAL EDUCATIONAL APPROACH IN A CONSORTIUM FOR HANDICAPPED

PROJECT STAFF:

Administration: Kristi Bohn-McHugh, PI

Contact Person: Kristi Bohn-McHugh, (303) 589-2536

Project Address: San Luis Valley Board
of Cooperative Services
22nd and San Juan
Alamosa, CO 81101

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: This project is designed to demonstrate methods of direct service for moderately and severely handicapped students residing in rural areas. The project consists of three major components: 1) service, 2) education, and 3) interagency cooperation. These are seen as mandatory components of successful models for rural handicapped children. Direct services are provided to each child and his or her parents, as well as consultation services to parents in the home, and to regular and special education teachers in the public school. Educational services are provided through a community-wide public information and education program that is preventive and remedial in nature. Interagency activities sponsored by the project encourage interdisciplinary staffings as well as follow-up services provided on an interagency basis. The existing public school process of screening-assessment-prescription-evaluation is being expanded to incorporate home environments of severely handicapped children involved in the project.

POPULATION SERVED: This project serves children and youth, ages 5-18, who are learning disabled, mentally retarded, deaf, speech impaired, visually handicapped, blind, seriously emotionally disturbed, orthopedically impaired, and multiply handicapped. Handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>

Family Training/Counseling/Therapy:

X

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

X

SERVICE SITES: Services are provided in 33 schools/service facilities, including regular and special elementary and secondary schools, regular higher education schools, students' residences, a mental health center, and facilities served by the Colorado Handicapped Children's Program, the Colorado Department of Health, and Head Start. A total of 14 school districts in rural settings are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: occupational therapist, physical therapist, and speech/language/communication specialist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetical number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Comprehensive Identification Process (1)
 - Uniform Performance Assessment System (2, 3)
 - Boehm Test of Basic Concepts (2)
 - Brigance Diagnostic Inventory of Basic Skills (2)

~~Commercially available~~

-
- Clinical Observations (2)
 - Evaluation (4)

Contact project

PROJECT TITLE: COLORADO WILDERNESS TRAILS

PROJECT STAFF:

Administration: Caroline Hogue, PI, CO

Contact Person: Caroline Hogue, (303) 333-5075

Project Address: P O Box 288
Colorado Women's College
Denver, CO 80220

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Colorado Wilderness Trails (CWT) is a private, non-profit, tax-exempt corporation which serves the needs of emotionally disturbed, early adolescent girls, ages 10-15, in the Denver Metropolitan area. The CWT project is designed to break failure cycles and eliminate negative self-images at an early stage in the child's emotional problems. Project objectives include increasing the child's ability to learn in a classroom setting, improving the child's ability to maintain positive personal relationships, developing the child's positive self-image, increasing appropriate behavior, reducing depression or physical symptoms of emotional problems, increasing school attendance, and reducing delinquent acts and referrals for disciplinary action.

POPULATION SERVED: This project serves children and youth, ages 10-15, who are learning disabled, hard of hearing, and seriously emotionally disturbed. Handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	Staff	Trained By Staff
Screening/Child Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	_____
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____
Instruction/Therapy Plan Development:	<u>X</u>	_____
Direct Instruction/Training:	<u>X</u>	_____
Direct Therapy:	<u>X</u>	_____
Ongoing Evaluation of Progress:	<u>X</u>	_____
Family Training/Counseling/Therapy:	<u>X</u>	_____
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	_____

SERVICE SITES: Services are provided in regular elementary and secondary schools, a regular higher education facility, and students' residences. Twelve schools/facilities in three school districts are involved, in city, major city, inner city, and suburban settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, psychologist, administrative staff, clerical/secretarial support staff, social worker, and counselor.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Piers-Harris Children's Self-Concept Scale (2, 3)
 - Miskimins Self-Goal-Other Discrepancy Scale (2, 3)
 - Wide Range Achievement Test (2, 3)

Commercially available

-
- Colorado Wilderness Trails Application Form (1)
 - Third-Party Evaluation (4)

Contact project

PROJECT TITLE: PROJECT PRISM: PERSONAL RESOURCE INSTRUCTIONAL SERVICE MODEL

PROJECT STAFF:

Administration: George Culp, PI

Contact Person: George Culp, (203) 342-2778

Project Address: Portland High School
95 High Street
Portland, CT 06480

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Personal Resource Instructional Service Model (PRISM) is a nontraditional learning program for handicapped students based on the Experienced Based Career Education model developed by the Appalachia Educational Laboratory in Charleston, West Virginia. The PRISM program relates the course content of traditional high school subject areas to the World of Work. Students study regular course subjects while serving at different experience sites in the community.

Students accepted into PRISM work closely with two persons: the PRISM Learning Coordinator and the Resource Person at the community experience site. The Learning Coordinator, located at the high school, helps the student plan and carry out learning activities that are directly related to the IEP developed by the members of the High School Planning and Placement Team. The Resource Person, a worker at the experience site, is assigned to the student while the student is at the community site, and guides the student's learning experience.

All PRISM students and the Resource Persons at the various job sites are volunteers. The student chooses experience sites to explore and he or she then abides by the site's standards and regulations. The Learning Coordinator counsels and directs the student as he or she develops learning activities and projects that can be accomplished for academic credit. The Learning Coordinator also helps the student use the experience gained at various job sites to reassess occupational choices.

POPULATION SERVED: This project provides services to learning disabled, mentally retarded, speech impaired, and orthopedically impaired youth, ages 13-18. Handicapping conditions are mild to moderate.

SERVICE SITES: Services are provided in five regular secondary schools located in five school districts, in suburban, city, and small town settings.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

IEP Development:

Direct Instruction/Training:

Staff

Trained By Staff

X

X

Ongoing Evaluation of Progress:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, administrative staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Stanford Diagnostic Math and
Reading Tests (3)

Commercially available

- Third-Party Evaluation (4)

Contact project

PROJECT TITLE: A MODEL PROGRAM TO ENHANCE LIVING AND LEARNING FOR SEVERELY AND PROFOUNDLY HANDICAPPED CHILDREN AND YOUTH

PROJECT STAFF:

Administration: Marjorie Kohn, PI, CO

Contact Person: Marjorie Kohn, (202) 332-6960

Project Address: National Committee,
Arts for the Handicapped
1825 Connecticut Ave., Suite 418
Washington, D.C. 20009

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The overall goal of this project has been to refine and adapt a model arts program for severely and profoundly handicapped children and youth which improves the quality of life through experiences in the arts, and improves functional skills through the use of arts strategies. In the first year, three original model sites were chosen across the country. Each team of artists introduced arts activities (including drama, dance/movement, visual arts, and music) to the severely and profoundly handicapped students. Teachers worked closely with the artists and wrote daily logs on activity development. Students at each site went on a minimum of four cultural experiences within the community. The culminating activity was a Very Special Arts Festival at each site.

In the second year of the project, the sites increased from three to five. Arts teams continued to develop and implement arts activities, and cultural excursions continued as the students visited a wide variety of community facilities. Each site concluded the second year of arts experiences with a Very Special Arts Festival.

An Integrated Arts Activities Guide is the outgrowth of the past two years of arts experiences. Its main emphasis is the infusion of the arts within skill development. The activities serve as a catalyst for teachers, artists, parents, and paraprofessionals to continually develop and create new arts experiences.

POPULATION SERVED: This project serves moderately to profoundly handicapped children and youth; ages 2-21.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

Direct Instruction/Training:

Staff

Trained By Staff

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

Facilitative Services: This project is a model for the implementation of arts activities.

SERVICE SITES: Services are provided in special elementary schools, special center(s), and residential facilities in city, major city, and suburban settings. Five schools/facilities are involved in 35 school districts.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, administrative staff, clerical/secretarial support staff, and art consultant.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Specific Activities Evaluation Form (4)
 - Overall Guide Evaluation (4)
-

Contact project

PROJECT TITLE: PROJECT REACH: REGIONALIZED EDUCATION ASSISTANCE TO RURAL CHILDREN WITH HANDICAPS

PROJECT STAFF:

Administration: Donald Carpenter, PI; Betty Jo Ehler, CO

Contact Person: Betty Jo Ehler, (208) 334-3940

Project Address: State Department of Education
Special Education Section
Len B. Jordan Building
Boise, Idaho 83720

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Project REACH (Regionalized Education Assistance for Children with Handicaps) was designed to develop and implement a viable service delivery system for handicapped children in small rural districts. Regional consultants work with local district trainers in the three regions of Idaho to meet each project district's unique technical assistance needs. Areas of assistance cover a wide range of activities, such as establishing local district policies and procedures, due process and procedural safeguards, and interagency cooperation. In addition, these activities include procedures for maintaining records, screening and evaluating referrals, developing and implementing IEPs, and developing media and materials. Training is conducted on-site in individual districts, in small groups in which districts having similar needs are "clustered," and in an annual workshop involving REACH district personnel from across the state. A total of 43 of Idaho's 115 districts have participated in the project over its three-year span.

POPULATION SERVED: This project serves learning disabled, mentally retarded, hard of hearing, speech impaired, visually handicapped, blind, seriously emotionally disturbed, orthopedically impaired, and other health impaired children and youth, ages 5-21. Handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	_____	<u>X</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>
Instruction/Therapy Plan Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>

SERVICE SITES: Services are provided in 130 regular elementary and secondary schools in 43 school districts in rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Third-Party Evaluation (4)

Contact project

PROJECT TITLE: PROJECT CASCADE: A DATA-BASED SERVICE CASCADE MODEL FOR MILDLY HANDICAPPED HIGH SCHOOL STUDENTS

PROJECT STAFF:

Administration: Dave Greenberg, PI; Herbert J. Rieth, PI; Tom Ryan, CO

Contact Person: Herbert J. Rieth, (812) 337-5847

Project Address: Center for Innovation in Teaching
the Handicapped
2805 E. Tenth Street
Bloomington, IN 47405

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Project Cascade is a cooperative project between the Indianapolis Public Schools and the Center for Innovation in Teaching the Handicapped, of Indiana University. The purpose of the project is to develop a data-based service delivery cascade model to facilitate the academic, social, and vocational achievement of mildly handicapped high school students.

Project activities include direct services to students and concurrent program, product, and staff development. Direct educational services are provided to students in two Indianapolis high schools. Typically, students are referred to the program by special education teachers because of learning and/or behavior problems. After placement is approved by a committee consisting of educators and parents, the students are assessed by the project teacher to whom they are assigned. Additional features of the program include precise criteria for earning grades, frequent performance feedback, individualized instruction, frequent teacher reinforcement, regularly scheduled teacher-pupil conferences, placement in high-success material, and excellent student-teacher rapport.

POPULATION SERVED: This project serves learning disabled and mentally retarded youth, ages 13-18, whose handicapping conditions are mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____
Instruction/Therapy Plan Development:	<u>X</u>	_____
Direct Instruction/Training:	<u>X</u>	_____
Ongoing Evaluation of Progress:	<u>X</u>	_____
Family Training/Counseling/Therapy:	<u>X</u>	_____

SERVICE SITES: Services are provided in two regular secondary schools in one school district, in inner city, major city, and city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Stanford Diagnostic Reading Test (2, 3)
 - Stanford Diagnostic Math Test (2, 3)
 - Dale Charles 3000 Essential Word List (2, 3)
 - Botel Phonics Inventory (2, 3)

Commercially available

-
- Criterion-Referenced Math Instrument (modified version of SST) (2, 3)
 - Informal Reading Inventory (Combination of Several Available IRIs) (2, 3)
 - Informal Writing Assessment Instrument (2, 3)

Contact project

PROJECT-TITLE: A COMPREHENSIVE COMMUNICATION CURRICULUM FOR THE EDUCATION OF SEVERELY/MULTIPLY HANDICAPPED SCHOOL CHILDREN

PROJECT STAFF:

Administration: Ann M. Marshall, PI; Lois J. Waldo, CO

Contact Persons: Lois J. Waldo, (913) 296-5318

Project Address: Kansas Neurological Institute
3107 West 21st
Topeka, KS 66605

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: This project addresses communication training and family involvement for severely multiply handicapped students. Mediation of communication deficits among these children represents one of the most important objectives in their educational process. This program is designed to aid teachers and parents in developing a mutually supportive partnership, and in structuring their children's communication programming. The family involvement program discusses the advantages of parental involvement and presents strategies for program implementation for different levels of parental participation. The communication curriculum is designed to facilitate the development and training of communication skills which the children can use to control their environment. Teachers and parents are presented with techniques to identify, establish, and expand functional responses at whatever levels the children may currently be functioning. The intervention strategies are interfaced with current techniques to promote generalization of the functional communication. The procedures are useful across pre- and early communication levels with speech, signing, and communication boards. Written materials are provided to aid in the communication assessment process, in developing the communication curriculum, and in developing the family involvement program.

POPULATION SERVED: This project serves multiply handicapped children and youth, ages 6-18, whose handicapping conditions are mild to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in special elementary schools and center(s), residential facilities, and students' residences, in small town, rural, city, and major city settings. Ten schools/facilities in eight school districts are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- | | |
|---|-----------------|
| - Comprehensive Communication Curriculum
Caregiver Interview (2) | Contact project |
| - Comprehensive Communication Curriculum
Teacher Questionnaire (2) | |
| - Total Communication Checklist and
Assessment (2) | |
| - Criterion-Based Tests (3) | |
| - Third-Party Evaluation (4) | |
| - Social Validation Questionnaires (4) | |
-

PROJECT TITLE: PROJECT CAST (COMMUNITY AND SCHOOL TOGETHER):
EXPERIENCE-BASED CAREER EDUCATION PROGRAM FOR
SECONDARY LEVEL HANDICAPPED STUDENTS RESIDING IN A
RURAL AREA

PROJECT STAFF:

Administration: Barbara J. Diep, PI; Virginia A. Evey, CO; Maureen Regan, CO

Contact Person: Barbara J. Diep, (301) 375-8171

Project Address: Charles County Board of Education
Pomombey Annex
La Plata, Maryland 20646

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Project CAST is a career education program designed for high school age educationally handicapped students receiving special education services for a greater part of their school day. Project CAST embodies the concept that learning occurs in many environments. The school, community, and home, together, have forged a coordinated and comprehensive program which enhances basic and survival skills development and community-based career education.

The program is divided into four phases. Each phase represents sequential steps in the career development/education process. Phase I: Career Awareness: Students participate in learning experiences which include field trips to job sites, guest speakers from community-based occupational areas, and functional activities designed to promote occupational awareness, self-discovery, and career-planning. Phase II: Career Exploration: Students explore occupations through work samples, instructional activities, and job shadowing. Students identify personal interests and abilities and make tentative career decisions while learning about specific job requirements. Phase III: Career Investigation: Students investigate job opportunities through extensive job sampling and several "hands-on" job experiences. Learning activities designed to further develop independent living skills and work adjustment are also provided. Phase IV: On-The-Job Training/Work Study: Students and the CAST team select occupational training and work study opportunities consistent with student needs, interests, and abilities. Independent living skills are also facilitated in this phase along with a continuing focus on academic objectives.

POPULATION SERVED: This project serves learning disabled, mentally retarded, hard of hearing, speech impaired, seriously emotionally disturbed, and multiply handicapped youth, ages 14-21. Handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment (for Project CAST programming):	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>

Direct Instruction/Training:

X

X

Ongoing Evaluation of Progress:

X

X

Facilitative Services: Specific services are provided to teachers and community participants along with site analysis and resource development activities.

SERVICE SITES: Services are provided in a regular secondary school, Gwynn Center (a special elementary/secondary school), and community employment sites. Five schools/facilities in one school district in a rural setting are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personal for staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Woodcock-Johnson Psychoeducational Battery (2)
 - Social and Prevocational Information Battery (3)

Commercially available

-
- Project CAST Inventories (3)
 - Project CAST Monitoring and Evaluation Forms (3)
 - Third-Party Evaluation (4)

Contact project

PROJECT TITLE: DETROIT'S ADAPTIVE PHYSICAL EDUCATION CONSORTIUM PROJECT

PROJECT STAFF:

Administration: Stephen Czapski, PI; Bruce Elkins, CO

Contact Person: Stephen Czapski, (313) 494-1150

Project Address: Poe Trainable Center, Rm 205
1200 W. Canfield
Detroit, MI 48201

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Detroit's Adaptive Physical Education Consortium Project is a unique program which has harnessed a multitude of resources in the Detroit area. A wide range of community agencies, parent groups, and nonpublic schools have joined forces with the Detroit Public Schools to establish an effective and efficient delivery system of physical education, sports, and recreation to Detroit's handicapped children and adults. Among the key components of the project are: 1) a lending library where \$36,000 of adaptive equipment, records, supplies, books and materials may be borrowed by project participants; 2) an extensive inservice training package that has trained a cadre of professionals in adaptive physical education and recreation teaching strategies, methodology, and the latest programming curriculum; and 3) informational products.

POPULATION SERVED: This project provides services to all disability types, ages 1-26, who are mildly to profoundly handicapped.

SERVICE SITES: Students from 303 schools are provided services in a special elementary school in a major city setting.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Related Services (adaptive PE, leisure skills, e.g.)	<u>X</u>	<u>X</u>

Facilitative Services: This project is an interagency cooperation model.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Inservice Evaluation Form (4)
 - Borrower's Reaction Form (4)
 - Reader's Evaluation Form (4)
 - Inservice Impact Survey (4)
 - Parent-Community Reaction Form (4)
-

Contact project

PROJECT TITLE: HANDICAPPED OUT-OF-SCHOOL MODEL PROGRAM**PROJECT STAFF:****Administration:** John Bjorklund, PI; Vern Schultz, CO**Contact Person:** John Bjorklund, (612) 221-9713**Project Address:** Humboldt Senior High School
30 East Baker
St. Paul, MN 55107**PROGRAM TYPE:** HCMP**FUNDING YEAR:** 3rd

PROJECT ABSTRACT: The St. Paul Out-of-School Youth (OSY) Program offers a new personalized educational opportunity to youth 16-21 years of age who left school before graduation and now want a second chance. This program is specifically geared to help youth with special education needs who left school because of various problems, little success, and much frustration, and who have no real purpose in continuing to attend a traditional education program.

The OSY Program was set up to seek out these students, to help them identify their educational, vocational, and life adjustment needs, and then to arrange an agreed-upon IEP. OSY graduates will not only earn a high school diploma, but will also be better prepared to handle daily problems and to participate in the world of work with confidence and a sense of direction. Services to students include: screening, assessment, alternative placements, individualized educational and vocational planning, career exploration, job-seeking skills, job survival skills, job placement, vocational training, math and reading instruction, enrichment programs, tutoring, guidance and counseling, daily living skills, transportation, youth advocacy, child care and education for preschoolers, and parent education.

POPULATION SERVED: This project provides services to learning disabled, mentally retarded, speech impaired, seriously emotionally disturbed, and orthopedically impaired children and youth, ages 16-21. Handicapping conditions are mild to moderate.

SERVICE SITES: Services are provided in regular secondary schools and an Auto Learning Center in a major city setting. Fifteen schools/facilities and six school districts are involved.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	_____
Referral to Appropriate Program:	<u>X</u>	_____
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____
Instruction/Therapy Plan Development:	<u>X</u>	_____

Direct Instruction/Training:	<u>X</u>	_____
Ongoing Evaluation of Progress:	<u>X</u>	_____
Family Training/Counseling/Therapy:	<u>X</u>	_____
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	_____

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher assistant, clerical/secretarial support staff, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find	3 = Ongoing child evaluation/monitoring
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Instrument/Procedure (Use)

Availability

- Test of Adult Basic Education (2)	Commercially available
- Vulpe Assessment Battery (Early Education Program) (2)	
- Portage Guide to Early Education (Early Education Program) (2)	
- Early Learning Accomplishment Profile for Developmentally Disabled Young Children (Early Education Program) (2)	
- Stanford Achievement Test (2)	
- Wide Range Achievement Test (2)	
- Wechsler Adult Intelligence Scale (2)	
- Tennessee Self-Concept Scale (2)	

- Teacher-Developed Evaluation Methods (3)	Contact project
- Project Explore Vocational Evaluation (2)	
- Follow-up System (4)	

PROJECT TITLE: NEW MEXICO DEMONSTRATION PROGRAM FOR PARENTS

PROJECT STAFF:

Administration: Roger Kroth, PI; Gary Adamson, PD; Paula Parks, CO

Contact Person: ✓ Paula Parks, (505) 292-0102

Project Address: Parent Involvement Center
1700 Pennsylvania Avenue
Albuquerque, NM 87110

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: This project has focused on the development and demonstration of a model for the meaningful involvement of parents in the education of their children. Specifically, the project provides assistance and resources to parents and to educators in their efforts toward realistic and mutually supportive partnerships. Administered by the University of New Mexico, the project operates as a cooperative venture with the Albuquerque Public School. Three locations, Gallup and Santa Fe, New Mexico, and Mesa, Arizona, serve as satellites to the Albuquerque project site.

The project, with a companion project, is housed at the Parent Involvement Center in the Inez Elementary School in Albuquerque, New Mexico. In its demonstration of new and improved approaches to the education of children, the project has aimed at increasing the awareness, knowledge, and skill which those working with parents and parents themselves bring to the task of working together. The focus has been on the development, application, evaluation, refinement, and dissemination of procedures and techniques for involving and training parents of handicapped children.

POPULATION SERVED: This project serves parents of children and youth, ages birth-21, who are mildly to profoundly handicapped as well as nonhandicapped. The handicapped children are learning disabled, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, blind, deaf-blind, seriously emotionally disturbed, autistic, orthopedically impaired, other health impaired, and multiply handicapped.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program;	<u>X</u>	<u>X</u>
Diagnosis/Initial Assessment:	<u> </u>	<u>X</u>
IEP Development:	<u> </u>	<u>X</u>
Instruction/Therapy Plan Development:	<u> </u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress?	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>

Facilitative Services: This project is a parent involvement model.

SERVICE SITES: Services are provided through 150 regular and special elementary, secondary, and higher education schools, residential facilities, special preschool centers, and convention centers. One school district in New Mexico, plus districts nationwide by invitation, in city, inner city, major city, suburban, small town, and rural settings, are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff, teacher/instructional personnel for parents, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Pre- and Post-Content Checks (4)
 - Consumer Satisfaction for Self-Identified Needs Assessments (4)
-

Contact project

PROJECT TITLE: SOCIAL EFFECTIVENESS TRAINING: SURVIVAL SKILLS FOR SOCIALLY HANDICAPPED CHILDREN

PROJECT STAFF:

Administration: Donald A. Jackson, PI; Nancy F. Vines Jackson, CO

Contact Person: Donald A. Jackson, (702) 784-4711

Project Address: 2655 Valley Road
Reno, NV 89512

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Social Effectiveness Training (SET) is a model program for teaching social skills to children. Its purpose is to develop a curriculum, teaching strategies, assessment, screening, and evaluation procedures, and staff training protocols. SET is being developed at Children's Behavioral Services in Washoe County, Nevada, a state-operated mental health facility. The program is delivered by means of small groups (eight children, ages 6-12 years, and two instructors) that meet twice weekly for approximately 10 weeks (19 sessions).

The program teaches 13 specific social behaviors and then arranges support for the use of those behaviors in the natural environment. The 13 core behaviors were selected on the basis of consumer input regarding appropriate social skills. In addition, individual problem behaviors are identified for each child. The instructional strategy employed by SET includes: 1) teaching the behavior through role play and behavioral rehearsal; 2) reinforcing and practicing the behavior through incidental teaching of spontaneous occurrences during the training session; and 3) prompting the use of the behavior in the natural environment through the use of homework, telephone checks, and parent training. Each training session includes: a review of homework (assignments which require practice of skills at home); relaxation training; instruction (discrimination training, role playing, and feedback on the day's skills); less structured activities (snack time; games, art projects, etc., designed to create a more natural situation for spontaneous social interaction, specific feedback to children, and practice of skills); and feedback and review (focused on completing a daily report card, or homenote).

POPULATION SERVED: This project provides services to emotionally disturbed children, ages 6-12. Handicapping conditions are mild to severe.

SERVICE SITES: Services are provided in a regular elementary school with special education classes and in a non-school center. These facilities exist within inner city, suburban, city, small town, and rural settings. Ten schools/facilities in five school districts are involved.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

Screening/Child-Find:

Referral to Appropriate Program:

Staff

Trained By Staff

X

X

X

Diagnosis/Initial Assessment:

X

X

IEP Development:

X

X

Direct Instruction/Training:

X

X

Direct Therapy:

X

X

Ongoing Evaluation of Progress:

X

X

Family Training/Counseling/Therapy:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, and administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Louisville Behavior Checklist (1, 2, 4)

Commercially available

- Consumer Satisfaction Scale (1, 2, 4)

Contact project

**PROJECT TITLE: LEARNING OPPORTUNITIES CENTER FOR SPECIAL NEEDS
COMMUNITY COLLEGE STUDENTS**

PROJECT STAFF:

Administration: Irwin Rosenthal, PI
Contact Person: Irwin Rosenthal, (212) 934-5270
Project Address: Learning Opportunities Center
Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, NY 11235

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The major goals of this program for special needs community college students are to enable learning disabled and emotionally disturbed students both to achieve their academic potential and to develop the skills and strengths needed for independent adult functioning. The Learning Opportunities Center provides support and interventions through direct classroom teaching, tutoring, the development of by-pass techniques and coping strategies, counseling, environmental manipulation, a career development course, field visits, job placement, and career seminars.

Further, to make the program both cost effective and related to the mainstreaming activities of the College, a credit-bearing peer-tutor training program has been developed. In addition, video tapes and printed materials are being developed that will be used for student training and faculty orientation.

POPULATION SERVED: This project serves learning disabled and seriously emotionally disturbed youth, ages 18-21. Handicapping conditions are mild to moderate.

SERVICE SITES: This project is conducted in a regular higher education school which serves inner city and suburban areas; five counties are involved.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>

Ongoing Evaluation of Progress:

X

X

Family Training/Counseling/Therapy:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, and counselor.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Woodcock-Johnson Psychoeducational Battery (2)
- Brown-Holtzmann Survey of Study Habits and Attitudes (2)

Commercially available

-
- City University of New York Placement Tests: Reading, Writing, Math (1)
 - Faculty Referral Form (1)
 - Writing Sample (2)
 - Clinical Interview (2)
 - Self-Concept Q-Sort (2)
 - Locus of Control (2)
 - Learning Specialist and Tutor Evaluations (3)
 - Student Self-Evaluation (3)
 - Grade Report (3)
 - Faculty Feedback (3)

Contact project

PROJECT TITLE: A DEMONSTRATION MODEL FOR A COMMUNITY-BASED PROGRAM OF LIFE ADJUSTMENT AND EMPLOYMENT PREPARATION FOR SPECIAL EDUCATION STUDENTS; TRANSITION FROM SCHOOL TO COMMUNITY

PROJECT STAFF:

Administration: Aaron Schaeffer, PI; Matthew Levy, PI;
Shirley Smith, CO

Contact Persons: Aaron Schaeffer, (516) 997-5410

Project Address: Board of Cooperative Educational Services
of Nassau County
Salisbury Center
Valentines Road and The Plain Road
Westbury, NY 11590

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: This community-based program has four components which prepare students for roles in society commensurate with their potential for independent living in the community. The individuals placed in the Life Skill Practicum are the most severely physically and mentally handicapped. In this component individuals increase daily living activities, learn social skills, learn basic attitudes toward work, and increase their ability to get along with others. The students in the Work Practicum, while not physically handicapped, do have some difficulties in the affective domain. These students have the ability to function independently eventually within a work environment. Some specific work skills are taught, but the major focus is the mental health of the students. They are taught the behaviors necessary to get along with others in a work setting. In the Alternative Program, students are introduced to a variety of occupational skills in a series of three-week experiences in different course areas. These students are able to function independently in a work setting; they are older than the students in the Work Practicum and have less difficulty in the affective domain. The students in the Supervised Industry-Based Employment are out of school and have been referred from OVR, handicapped organizations, or from the two previous components. These students are placed in supervised jobs with local industry. They are given follow-up support and counseling until they can successfully maintain a permanent position within a chosen career.

POPULATION SERVED: This project serves learning disabled, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, and other health impaired youth, ages 14-21.

SERVICE SITES: Services are provided in 25 special secondary schools, special vocational schools, and industry and job sites in 56 school districts in one county, in city and suburban settings.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

Staff

Trained By Staff

Screening/Child-Find:

X

Referral to Appropriate Program:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>

Facilitative Services: This project is an administrative model.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, administrative staff, clerical/secretarial support staff, and counselor.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- | | |
|--|------------------------|
| <ul style="list-style-type: none"> - Piers-Harris Children's Self-Concept Scale (2, 3, 4) - Tennessee Self-Concept Scale (1, 2, 3, 4) - AAMD Adaptive Behavior Scales (2, 3, 4) - California Psychological Inventory (2, 4) - Career Maturity Inventory-Attitude Scale (2, 4) | Commercially available |
|--|------------------------|
-

PROJECT TITLE: PROJECT DATA: DEMONSTRATION OF THE ANALYSIS OF TRANSITIONAL ACTIVITIES

PROJECT STAFF:

Administration: Bill Loadman, PI

Contact Person: Bill Loadman, (614) 422-6522

Project Address: Nisonger Center
1580 Cannon Drive
Columbus, OH 43210

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Project DATA focuses on the development of an educational model for severely and profoundly retarded students that will promote the generalization of adaptive behavior across different environments. Generalization of appropriate behavior across stimuli, responses, people, language cues, and over time, enables students to make successful transitions to a variety of community, residential, school, and vocational settings. The model focuses on: 1) development of learning environments that promote generalization; 2) analysis and evaluation of staff routine; 3) curriculum development; 4) family involvement in the educational process; and 5) planning and evaluation of student transitions. The underlying principle unifying the five components is that generalized behavior is a function of instructional ecology in terms of teaching environment, curriculum content, and teaching strategies.

POPULATION SERVED: This project serves children and youth, ages 3-22, who are severely to profoundly handicapped.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	_____	<u>X</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>
Instruction/Therapy Plan Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Direct Therapy:	_____	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>

Related Services (adaptive PE,
leisure skills, e.g.):

X

X

SERVICE SITES: Services are provided in special elementary schools and residential facilities. Four schools/service facilities in four school districts are involved, in major city, small town, and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff, teacher/instructional personnel for parents, vocational education specialist, and media specialist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find

2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring

4 = Overall program evaluation

Instrument/Procedure (Use)	Availability
- AAMD Adaptive Behavior Scales (2) - Uzgiris-Hunt Ordinal Scales of Psychological Development (2)	Commercially available

- Teacher Assessment Instruments Based on IEPs (1) - Sensory-Motor (2) - Observational Data (3) - IEP Checklist (3) - ABC Data Collection System (3) - Monitoring System for Timelines and Objectives (4) - Inservice Evaluation Questionnaires (4)	Contact project

PROJECT TITLE: MAINSTREAMING PROGRAM FOR SECONDARY STUDENTS WITH LEARNING AND BEHAVIOR PROBLEMS

PROJECT STAFF:

Administration: Harry J. Jamison, Jr., PI; Margaret Adelman, CO

Contact Person: Margaret Adelman, (215) 565-1710

Project Address: Delaware County Intermediate Unit
6th and Olive Streets
Media, PA 19063

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The Delaware County Intermediate Unit Secondary Mainstreaming Project is a comprehensive program designed to serve adolescents with learning and behavior problems in the least restrictive environment. The goals of the program are to develop a prototype for serving this population in the educational mainstream, to generate data on the efficacy of the prototype, to develop a replication strategy of the prototype within Delaware County, and to disseminate elements of the prototype. Students identified as having learning and/or behavior problems are served in a resource room, called a Learning Center, for one or two teaching periods a day. Deficit skill remediation is the focus of the Learning Center Teacher, a trained special educator. The program also calls for a second special educator, a Liaison Teacher, whose sole responsibility is to offer indirect services to students with learning and behavior problems by working directly with mainstream, content area teachers. These services are offered through one-to-one consultation and small group workshops.

POPULATION SERVED: This project serves mildly to moderately learning disabled youth, ages 13-18.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>

Facilitative Services: This project provides indirect services to regular secondary teachers.

SERVICE SITES: Services are provided in regular secondary schools in seven school districts in suburban settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, psychologist, and administrative staff.

PROJECT TITLE: MODEL BEHAVIOR SHAPING RESOURCE UNIT**PROJECT STAFF:****Administration:** John C. Abbott, PD; John P. Murphy, CQ**Contact Person:** John P. Murphy, (215) 548-4010**Project Address:** Stevens Administrative Center
1301 Spring Garden St.
Philadelphia, PA 19123**PROGRAM TYPE:** HCMP**FUNDING YEAR:** 3rd

PROJECT ABSTRACT: The Model Behavior Shaping Resource Unit (BSRU), a special education project of the School District of Philadelphia, provides program alternatives for behavior disordered TMR and SPI students. The BSRU is a resource room program that provides for the development and implementation of applied behavior analysis programs through direct service to students and consultative assistance to teachers and parents.

Services to students include behavior shaping in the BSRU classroom and the development of strategies to extend and maintain learning in other environments. The BSRU staff provide diagnostic/prescriptive support to TMR and SPI programs. They train teachers, paraprofessionals, and parents by serving as a demonstration/consultation center, and provide on-site consultative visits throughout the School District of Philadelphia.

POPULATION SERVED: This project serves moderately to profoundly mentally retarded children and youth, ages 6-21.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	<u> </u>	<u>X</u>

SERVICE SITES: Services are provided in 12 regular and special elementary and secondary schools, in one school district which includes city, major city, and inner city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and teacher aide/intern/assistant.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Balthazar Scales of Adaptive Behavior (2)

Commercially available

- BSRU Service Referral Form (1)
- Baseline Data (2)
- Intervention Data (3)
- Teacher/Student Observation Form (3)
- Philadelphia School District Research and Evaluation Department Program Evaluation (4)

Contact project

PROJECT TITLE: PROJECT SEED: A STRUCTURED ENVIRONMENT FOR THE EMOTIONALLY DISTURBED

PROJECT STAFF:

Administration: Martha Martin, PI; Ruth Turner, PI; Jerry Hines, CO; Tom Reilly, CO

Contact Person: Martha Martin, (214) 824-1620

Project Address: Dallas Independent School District
Special Education
3700 Ross Avenue
Dallas, TX 75204

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The Structured Environment for Emotionally Disturbed Students Program has established a model program designed to provide services to severely emotionally disturbed children and youth, ages 3-21. The program incorporates a number of service features, including structured environments, counseling intervention, programming continuity, parent involvement, and reintegration of students in less restrictive environments. Students gain access to this program through several referral sources: special education teachers, regular classroom teachers, parents, community-based agency personnel, or the students themselves.

The project organizes the instructional-ecology for more severely disturbed students through carefully sequenced experiences designed to enable the students to function successfully in other instructional settings in special or regular education. These sequenced experiences are based on carefully identified increments of learning which allow seriously disturbed students to be accommodated in increasingly less restrictive environments. The components of the structured environment include behavioral management strategies, curriculum interventions, parent involvement, and group and individual counseling support.

POPULATION SERVED: This project serves severely emotionally disturbed children and youth, ages 6-21.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Direct Therapy:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>

Family Training/Counseling/Therapy:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

SERVICE SITES: Services are provided in a regular elementary and a regular secondary school in one school district in a major city setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, psychologist, administrative staff, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Wechsler Intelligence Scale for Children-Revised (3)
 - Peabody Individual Achievement Test (3)
 - Wide Range Achievement Test (3)
 - Projective Instruments (3)

Commercially available

-
- Third-Party Evaluation (4)

Contact project

PROJECT TITLE: PROJECT KEYE: KLEIN EVALUATES YOUTH EFFECTIVELY

PROJECT STAFF:

Administration: Grace England, PI, CO

Contact Person: Grace England, (713) 376-4180

Project Address: Klein Independent School District
7200 Spring Cypress Rd.
Spring, TX 77379

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The overall goal of Project KEYE is to develop the prevocational and vocational abilities of secondary handicapped students. The program is designed to assist school personnel in developing relevant individual educational programs for mildly, moderately, and severely handicapped students, based upon prevocational and vocational assessment data. An Evaluation and Guidance Center is established as the nucleus of appraisal services which are conducted not only in the simulated work atmosphere of the center, but in special education classrooms as well. Project KEYE has developed an array of prevocational assessment devices as well as a test data delivery system for effective utilization of individual appraisal results in a public school setting.

The project also views its extensive efforts in teacher training and curriculum development as necessary to the linkage process. Inservice programs train school personnel in effective methods of establishing school programs for the handicapped in the areas of self-help, survival skills, prevocational and vocational competencies, counseling and guidance. The project also provides job placement services for handicapped students, parent training programs, and community awareness endeavors.

POPULATION SERVED: This project serves children and youth, ages 12-18, who are learning disabled, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, and other health impaired. Handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	_____	<u>X</u>

Facilitative Services: This project is an evaluation program model and a curriculum development model.

SERVICE SITES: Services are provided in regular secondary schools and special centers in four school districts in suburban and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff, teacher aide/intern/assistant, psychologist/diagnostician, administrative staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Stanford-Binet Test (2)
 - Woodcock-Johnson Psychoeducational Battery (2)
 - Wechsler Intelligence Scale for Children-Revised (2)
 - Wechsler Adult Intelligence Scale (2)
 - Jewish Employment and Vocational Service (2)
 - Picture Interest Exploration Survey (2)
 - McCarron-Dial Work Evaluation System (2)
 - General Aptitude Test Battery (2)
 - Street Survival Skills Questionnaire (2)

Commercially available

-
- Worker Adjustment Survey (3)
 - Student Occupational Interest Survey (3)
 - Vocational Planning Guide (3)

Contact project

PROJECT TITLE: THE INTERPRETER-TUTOR MODEL: DESIGN TO MEET THE LRE PROVISIONS OF PL 94-142

PROJECT STAFF:

Administration: James Q. Affleck, PI; Sheila Lowenbraun, PI;
Margaret Marshall, PM; Peter Leone, Field Coordinator

Contact Person: James Q. Affleck, (206) 543-1827

Project Address: University of Washington
College of Education
Miller Hall, DQ-12
Seattle, WA 98195

PROGRAM TYPE: HCMP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The Interpreter-Tutor (IT) Model was developed to provide educational services to mildly handicapped children in accordance with the "least restrictive environment" mandate of PL 94-142. The IT Model, which serves learning disabled and mildly retarded elementary pupils, is an adaptation of a program that was developed to provide support services to hearing-impaired pupils enrolled in regular classrooms.

The IT Model currently serves 66 mildly handicapped pupils in five elementary schools in the Issaquah (WA) School District. Classroom aides or ITs support the integration of mildly handicapped pupils into regular classrooms by modifying or interpreting materials, providing supplemental instruction, and serving as liaisons between the classroom teacher and the resource teacher.

POPULATION SERVED: This project provides services to learning disabled and mentally retarded children, ages 10-12, whose handicapping conditions are mild.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

Staff

Trained By Staff

Direct Instruction/Training:

X

SERVICE SITES: Services are provided in five regular elementary schools within one school district. The schools are in city and suburban settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher aide/intern/assistant and administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Piers-Harris Children's Self-Concept Scale (4)
 - Wide Range Achievement Test (4)

Commercially available

-
- Social Studies Inventory (4)
 - Evaluation Questionnaire (4)
 - Student Progress Inventory (4)

Contact project

PROJECT TITLE: RURAL SERVICE DELIVERY MODEL FOR SCHOOL-AGE HANDICAPPED CHILDREN

PROJECT STAFF:

Administration: Roy Anderson, PI; Marilyn Stack, CO; Merri Rowe

Contact Person: Roy Anderson, (907) 277-5633

Project Address: 3401 East 42nd Avenue
Anchorage, AK 99504

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The purpose of this project is to establish a service delivery model for rural school districts to provide the best service to school-age handicapped children in rural and remote areas. This model is located within the Northwest Arctic School District in Alaska.

The philosophy of the Rural Service Delivery Model is that handicapped individuals should remain in their home environment. The project supports the long-range goal of allowing native populations the freedom to structure their own educational programs. The project provides intense training of education personnel, parents, administrators, and community members in the villages to prepare them for students with varying degrees of handicapping conditions. It provides consultants, as necessary, to assure that each handicapped student's needs are met. Other goals include coordinating additional professional resources such as health care, social services, and legal services.

POPULATION SERVED: This project provides services to learning disabled, deaf-blind, orthopedically impaired, and multiply handicapped children and youth, ages 3-18. Handicapping conditions are mild to profound.

SERVICE SITES: Services are provided in four regular and special elementary and secondary schools and students' residences in a rural school district.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	_____	<u>X</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>
Instruction/Therapy Plan Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Direct Therapy:	_____	<u>X</u>

Ongoing Evaluation of Progress: _____ X

Family Training/Counseling/Therapy: _____ X

Related Services (adaptive PE,
leisure skills, e.g.): _____ X

Facilitative Services: This project is an inservice training model.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher aide/intern/assistant, physical therapist, speech/language/communication specialist, administrative staff, clerical/secretarial support staff, medical staff, social worker, and audiologist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment .

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Peabody Individual Achievement Test (2)
 - Key Math Diagnostic Arithmetic Test (2)
 - Callier-Azusa Scale (2)
 - Uniform Performance Assessment System (2)
 - Distar Placement Tests (2)
 - Scientific Research Associates-Primary Mental Abilities (2)
 - Vineland Social Maturity Scale (2)
 - Wepman Auditory (2)
 - Woodcock Reading Mastery Tests (2)
 - Visual-Motor Integration Test (2)
 - Wechsler Intelligence Scale for Children (2)
 - AAMD Adaptive Behavior Scales (2)

Commercially available

-
-
- Northwest Arctic School District Initial Screening Questionnaire (1)

Contact project

PROJECT TITLE: CAREER EDUCATION THROUGH ACTION LEARNING

PROJECT STAFF:

Administration: Barbara Semrau, PI; Freda Briscoe, CO;
Susan Sanford, Teacher

Contact Person: Barbara Semrau, (501) 935-2750

Project Address: Career Education Through Action Learning
Focus on Children, Inc.
2905 King Street #7
Jonesboro, AR 72401

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: Career Education Through Action Learning (CEAL) is a model program for learning disabled secondary students. Located at Nettleton High School in Jonesboro, Arkansas, the CEAL Program offers an alternative approach to providing appropriate services to adolescents. Program components include: 1) individualized instruction in english and mathematics, with emphasis on the learning strategies approach; 2) career awareness and exploration; and 3) on-campus, paid employment experience.

POPULATION SERVED: This project serves learning disabled, mentally retarded, and speech impaired youth, ages 13-18. Handicapping conditions range from mild to severe.

SERVICE SITES: Services are provided in a regular secondary school in one school district located in a rural, small town setting.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>

Facilitative Services: This project provides an on-campus work program model.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, administrative staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Test of Adult Basic Education (3)
 - Woodcock-Johnson Psychoeducational Battery (3)

Commercially available

-
- Component Disabilities Checklist (1)

Contact project

PROJECT TITLE: PROJECT HELP: HANDICAPPED EDUCATION FOR LIFE

PROJECT STAFF:

Administration: Henry Weiss, PI; Webster Wilson, CO

Contact Person: Webster Wilson, (415) 680-8744

Project Address: Industry Education Council
2430 Stanwell Drive, Suite 160
Concord, CA 94520

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The HELP Project is a staff assistance project which provides resources and information on career education to schools involved in education of handicapped children and youth. Staff development activities of the project include workshops on the use of materials related to vocational safety, job search skills, mainstreaming in vocational education, assessment devices, TV industry interviews, and generic resources. The project also provides assistance to parent groups, and information on assessment instruments and their use to teachers and administrators.

POPULATION SERVED: Services are provided to teachers, administrators, and parents of handicapped students.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

<u>Services for Children/Youth:</u>	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u> </u>	<u>X</u>
IEP Development:	<u> </u>	<u>X</u>
Direct Instruction/Training:	<u> </u>	<u>X</u>
Ongoing Evaluation of Progress:	<u> </u>	<u>X</u>
Family Training/Counseling/Therapy:	<u> </u>	<u>X</u>

Facilitative Services: This project is a curriculum development model.

SERVICE SITES: Services are provided in special elementary schools and regular and special secondary schools in seven school districts in city, inner city, suburban, small town, and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: administrative staff, clerical/secretarial support staff, career development specialist, parent specialist, and clearing house organizer.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Piers-Harris Children's Self-Concept Scale (2)
 - General Aptitude Test Battery (3)
 - Occupational Attitude Pattern Structure (3)

Commercially available

-
- Third-Party Evaluation (4)
 - Career Information Assessment Instrument (2)
 - Supervisor's Assessment (2)

Contact project

PROJECT TITLE: AUGMENTATIVE COMMUNICATION MODEL PROGRAM**PROJECT STAFF:****Administration:** Melvin S. Cohen, PI, CO**Contact Person:** Melvin S. Cohen, (714) 824-0800**Project Address:** Loma Linda University Medical Center
Department of Speech and Language Development
P O Box 2000
Loma Linda, CA 92354**PROGRAM TYPE:** HCMP**FUNDING YEAR:** 2nd

PROJECT ABSTRACT: To improve upon the level of professional expertise and the quality of special education programs for nonvocal severely physically handicapped (NVSPH) students within the counties of San Bernardino and Riverside, in southern California, the Department of Speech and Language Development and Blissymbolics Resource Centre at Loma Linda University Medical Center operates its Augmentative Communication Model Program. The model program staff includes three speech-language pathologists, rehabilitation engineers, and a statistician.

Speech and language specialists, occupational therapists, and teachers of NVSPH students working at schools served by the model program are being provided with inservice training and supervised hands-on experience with a variety of augmentative communication techniques and prostheses. This is designed to facilitate the formation of school-based transdisciplinary teams to continue assessment and intervention with their nonvocal students when the project is completed. Each NVSPH student receives a detailed, individualized assessment, including a complete speech and language work-up, to measure the degree of mismatch between receptive and expressive communicative ability. Additional assessments are performed to evaluate the student's academic skills, physical abilities, visual and auditory acuity and perceptual functioning, and behavioral factors.

POPULATION SERVED: This project serves speech impaired, orthopedically impaired, and multiply handicapped children and youth, ages 3-20, who are moderately to profoundly handicapped.

SERVICE SITES: Services are provided in three OH schools, in two school districts in rural, small town, and city settings.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u>X</u>

Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

REQUISITE PERSONNEL: Staff required to operate this program at another site are: speech/language/communication specialist and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

- Peabody Picture Vocabulary Test-Revised (2)
- Test for Auditory Comprehension of Language (2)
- Pre-School Language Scale (2)

Commercially available

-
- Subjective Assessment of Mismatch Between Receptive and Expressive Communication Skills and Potential for Improvement (1)
 - Test of Categorizing and Matching Blissymbolics Screening Test (2)
 - Assessment of Ability to Access/Utilize Augmentative Communication Prostheses (2)
 - Third-Party Evaluation (4)

Contact project

PROJECT TITLE: MENCH **PROJECT:** MEANINGFUL EDUCATION NOW FOR CITIZENS WITH HANDICAPS

PROJECT STAFF:

Administration: Kathy Kowalski, PI; Glenn Goldenberg, CO

Contact Person: Glenn Goldenberg, (415) 334-6817

Project Address:	Project Office MENCH Project Louise Lombard School 700 Font Blvd. San Francisco, CA 94109	Sponsor Office MENCH Project Planned Parenthood 1600 Bush St. San Francisco, CA 94109
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PROGRAM TYPE: HCMF

FUNDING YEAR: 2nd

PROJECT ABSTRACT: This model encompasses the development of a teaching curriculum for providing instruction in the areas of self-esteem, social skills, personal hygiene, and sexual information to mildly and moderately mentally retarded adolescents. Included are aspects of parental involvement and a training design for training two-person teams (professionals and paraprofessionals) and teachers to provide the teaching curriculum to the service population. This model incorporates sexuality into a broader social and attitudinal context, taking into account all aspects of the person. The model has evolved over a three-year period, including tryouts with groups of moderately and severely retarded adolescents, many of whom were multihandicapped.

During the first year of the project, four teams were trained in delivering the curriculum and assisted in its refinement, and two groups of retarded adolescents were taught and evaluated. During this second year, four classes of retarded adolescents are being taught and evaluated, and completion of the curriculum is anticipated.

POPULATION SERVED: This project provides services to mildly and moderately mentally retarded youth, ages 13-21.

SERVICE SITES: Services are provided in special secondary schools and a private school in two school districts. These facilities are located in inner city, major city, city, and suburban settings.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

Screening/Child-Find:

Diagnosis/Initial Assessment:

IEP Development:

<u>Staff</u>	<u>Trained By Staff</u>
<u>X</u>	<u>X</u>
<u>X</u>	<u> </u>
<u>X</u>	<u>X</u>

Direct Instruction/Training:

X

X

Ongoing Evaluation of Progress:

X

X

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, and teacher aide/intern/assistant.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- EASE - Sexuality Test for Developmentally Disabled - Inventory of Sexual Knowledge (2)

Commercially available, modified by project

-
- Strengths Assessment Interview for Teachers (2)
 - Needs Assessment (2, 3)
 - Behaviorally Oriented Interview with Parents (2, 3)
 - Observation of Student and Teacher Behavior (3)

Contact project

PROJECT TITLE: A SENSE OF PRIDE: A FOXFIRE-ADAPTED MODEL FOR CAREER EDUCATION OF THE HANDICAPPED

PROJECT STAFF:

Administration: Brian Beun, PI; Martha Beun, CO; Bataan Faigao; Robert Palmateer

Contact Person: Brian Beun, (303) 443-8789

Project Address: IDEAS (Institutional Development
and Economic Affairs Service, Inc.)
Magnolia Star Route
Nederland, Colorado 80466

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: This project addresses the need for innovative approaches to career education for handicapped students through an adaption of the Foxfire Learning Concept. The adapted Foxfire model involves handicapped high school students in researching, interviewing, writing, publishing, and marketing their own magazine. Students enroll in courses devoted primarily to the production of their magazine and receive academic credits. They photograph and conduct interviews with working handicapped adults who have made successful career and lifestyle adjustments in a wide range of career fields. Students return to the classroom, develop their photographs, transcribe the taped interviews, write Career Awareness Profiles of handicapped adults, arrange the layout, print the magazine, and then market it throughout the country. In addition to describing the essential characteristics of handicapped adults' occupations, these student-researched and written profiles also document the barriers and difficulties the interviewees had to overcome to secure their current positions. Other student-written articles result from interviews with employers in various career areas and with advocates of civil rights for the handicapped. Students broaden their own career horizons and develop cognitive and affective skills useful in future employment. Handicapped students throughout the country will benefit from the dissemination of career-oriented magazines providing positive and constructive models of successfully employed handicapped adults. The magazine also provides a valuable resource for parents, counselors, and employers concerned with employment opportunities for the handicapped.

POPULATION SERVED: This project serves learning disabled, speech impaired, visually handicapped, seriously emotionally disturbed, and other health impaired youth, ages 14-18. Handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
IEP Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u> </u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>

Facilitative Services: This project is an experiential, community-based intervention model.

SERVICE SITES: Services are provided in seven regular secondary schools in four school districts in small town, suburban, and city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher aide/intern/assistant, and administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Wide Range Achievement Test (2, 3, 4)
 - Wechsler Adult Intelligence Scale for Children-Revised (2, 3, 4)
 - Peabody Individual Achievement Test (2, 3, 4)
 - Metropolitan Achievement Test (2, 3, 4)
 - Gates-McGinitie (2, 3, 4)
 - Slosson-Oral Reading Test (2, 3, 4)
 - Informal Reading Inventory (2, 3, 4)
 - Slingerland Screening Tests for Identifying Children with Specific Language Disability (2, 3, 4)
 - Sucher-Alfred Reading Placement Inventory (2, 3, 4)
 - Test for Auditory Comprehension of Language (2, 3, 4)
 - Developmental Test of Visual-Motor Integration (2, 3, 4)
 - Detroit Test of Learning Aptitude (2, 3, 4)

Commercially available

-
- Teacher Assessments (3)
 - Anecdotal Records (3)
 - Staff Observations (3)
 - Self-Assessment Portfolios (3)
 - Writing Samples (3)
 - Responsive Evaluation Format (4)

Contact project

PROJECT TITLE: LABORATORY SCIENCE AND ART FOR HANDICAPPED CHILDREN

PROJECT STAFF:

Administration: Doris E. Hadary, PI; Robert Haushalter, CO; Rosario Fazio, CO; Richard Rosenberg, CO; Pamela Lowenthal

Contact Person: Doris E. Hadary, (202) 686-2332

Project Address: The American University
Chemistry Department
Massachusetts & Nebraska Avenues
Washington, D.C. 20016

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: This model project, which fulfills the need for science educators of the handicapped, involves many interrelated components. These include research, curriculum design (science and art), adaptation of materials, intensive preservice teacher education and sensitization, implementation of curricula in self-contained groups and in mainstream settings, community involvement, inservice training, and dissemination. The project emphasizes: 1) preservice and inservice teacher education, with primary emphasis on science and art content and actual classroom experience; 2) integration of blind, deaf, and emotionally handicapped pupils within regular elementary school classes; 3) development of specific curriculum areas (laboratory science and art); and 4) conceptual, cognitive, intellectual, and social development of the child.

POPULATION SERVED: This project serves children and youth, ages 5-15, who are learning disabled, mentally retarded, hard of hearing, deaf, visually handicapped, blind, seriously emotionally disturbed, orthopedically impaired, and multiply handicapped. Handicapping conditions are mild to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided in regular elementary, secondary, and higher education schools. Five schools are involved, serving students from 32 school districts in city, major city, inner city, suburban, and small town settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and teacher/instructional personnel for staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Daily Assessment (3)
 - Student Observations (3, 4)
 - TV Taping (3, 4)
 - Cognitive Testing (3, 4)
-

Contact project

PROJECT TITLE: SCHOOL MENTAL HEALTH COOPERATIVE FOR SERIOUSLY EMOTIONALLY DISTURBED

PROJECT STAFF:

Administration: W. G. Marshall, PI; Arline Loewenstein, CO

Contact Person: Arline Loewenstein, (305) 255-1215

Project Address: Dade County Public Schools
South Area Office
9040 SW 79th Avenue
Miami, FL 33156

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: This program focuses on multiple needs of emotionally handicapped elementary aged students and their teachers and parents, through the development of a full services model. In a contractual cooperative agreement with Community Mental Health of South Dade and the Children's Psychiatric Center, the school system is offering a coordinated delivery system for educational and mental health services. Major components include: 1) diagnostic and engineered classrooms in the project school, offering comprehensive educational, psychological, and behavioral evaluation and diagnosis; 2) development, implementation, and monitoring of individually prescribed educational and mental health treatment plans; 3) parent support, training, outreach, and therapy groups; 4) intensive individual/group therapy; 5) a coordinated cooperative tracking system between the school system and mental health agencies for program entry, treatment, and follow-up; and 6) consultation to teachers and counselors of emotionally handicapped students. A Diagnostic and Treatment Center has been established in the project school with diagnostic and demonstration/engineered classrooms. In addition to participating in the formal inservice training, referring and receiving teachers visit the project site for hands-on experience.

POPULATION SERVED: This project provides services to seriously emotionally disturbed children, ages 5-12. Handicapping conditions are mild to profound.

SERVICE SITES: Services are provided in regular elementary schools and a mental health clinic in inner city, suburban, and rural settings. Forty-three schools/facilities in one school district are involved.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

<u>Services for Children/Youths</u>	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	X	
Referral to Appropriate Program:	X	
Diagnosis/Initial Assessment:	X	
IEP Development:	X	
Instruction/Therapy Plan Development:	X	

Direct Therapy:

X

Ongoing Evaluation of Progress:

X

Family Training/Counseling/Therapy:

X

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, psychologist, and mental health staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Rorschach Inkblot Test (2)
- Personality Inventory for Children (2)
- Bender-Gestalt Test (2)
- House-Tree-Person (2)
- Peterson-Quay Behavior Problem Checklist (1)
- Weschler Intelligence Scale for Children-Revised (2)
- Woodcock Reading Mastery Test (2, 3)
- Key Math Diagnostic Arithmetic Test (2, 3)
- Brigance Inventory of Basic Skills (2, 3)
- Detroit Tests of Learning Aptitude (2, 3)
- Visual Motor Integration Test (2, 3)
- Motor-Free Visual Perception Test (2, 3)
- Illinois Test of Psycholinguistic Abilities (2, 3)
- Informal Reading Inventories (2, 3)

Commercially available

-
- Draw-a-Dream (2)
 - Psychological Interview (3)
 - Frequency Counts on Target Behaviors (3)
 - Mental Health Consultation (3)
 - TOPS Behavioral Checklist (1)
 - TOPS Informal School Observation Form (1)
 - Third-Party Evaluation (4)

Contact project

PROJECT TITLE: PROJECT MAINSTREAM

PROJECT STAFF:

Administration: Janet Morrison, PI, CO

Contact Person: Janet Morrison, (617) 580-7526

Project Address: Brockton Public Schools
43 Crescent Street
Brockton, MA 02401

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: Project Mainstream is designed to aid regular education teachers (Grades 4-6) address the individual needs of students who are mainstreamed, are experiencing difficulty, and may eventually need special education services. Project Mainstream pairs a classroom teacher with a special education consultant within the regular classroom. These educators constitute a team working to modify curricula in Language Arts or Social Studies, utilizing varied teaching strategies and alternative materials in order to create a more effective learning experience for both special needs and regular students.

Staff development workshops have been designed to train team members in mainstreaming techniques, with emphasis upon strengthening the collaboration network between regular and special educators. Particular focus is given to the needs of linguistic minority special needs students. Resource room teachers have been trained by project staff and assume consultant responsibilities. Additional staff training includes the use of videotape procedures in order to analyze classroom atmosphere and enable teachers to structure more cooperative learning environments. Parental workshops address topical areas which further support the special needs child within the regular program.

The project is also intended to be a model for reducing special education clerical costs by computerizing educational objectives and developing a system for retrieval of teaching strategies and materials for more efficient educational plan production.

POPULATION SERVED: This project serves teachers of children, ages 9-12, who are learning disabled, mentally retarded, speech impaired, and seriously emotionally disturbed. Handicapping conditions are mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Family Training/Counseling/Therapy:	_____	<u>X</u>

Facilitative Services: This is an administrative model for computerizing the IEP.

SERVICE SITES: Services are provided in nine regular elementary schools in one school district in an inner city setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff, administrative staff, clerical/secretarial support staff, and media specialist. On an as-needed basis, services of a teacher of learning disabled children (consultant to parents) and a speech/language/communication counselor are provided by the Brockton Public Schools.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Rucker-Gable Educational
Programming Scale (2)

Commercially available

- Brockton Bilingual Battery (2)
- Third-Party Evaluation (4)

Contact project

PROJECT TITLE: INTERVENTION BY PRESCRIPTION

PROJECT STAFF:

Administration: Virginia Rezmierski, PI, CO
Contact Person: Virginia Rezmierski, (313) 593-5116
Project Address: University of Michigan-Dearborn
Department of Education
4901 Evergreen Rd.
Dearborn, MI 48128

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The Intervention by Prescription (IBP) Project at the University of Michigan-Dearborn campus is in its second year of operation. Sixteen schools within Wayne County, Michigan are involved in this study aimed at identifying and serving emotionally stressed children within the general education population.

The first objective of this project is to provide data regarding the numbers and kinds of children in the school aged population who are experiencing emotional stress to the degree that it interferes with their learning, behavior, and/or relationships. A combination of teacher nominations and behavior rating scales is being utilized to gather these data. The entire student populations of the 16 buildings will be screened four times throughout the course of the project, using teacher perceptions. Two screenings have been completed.

The second objective of the project is to develop and implement a diagnostic-intervention model for service to this population. The IBP diagnostic model utilizes developmental and ecological information to derive prescriptive interventions. A flow-chart format has been designed to organize the developmental information, thus guiding the strategies of the school diagnostic personnel. In addition to assessment, there are four other parts to the IBP model, comprising the acronym AIIGE. The first "I" stands for implications for intervention which are extracted from the assessment data, the second "I" for the careful selection of appropriate interventions, "G" for goal attainment scaling, the process of predicting the expected outcome in behavioral terms, and "E" for evaluation of the outcome of intervention. The focus of this second project year has been on service and data gathering.

POPULATION SERVED: This project serves seriously emotionally disturbed children and youth, ages 5-15. Handicapping conditions are mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	Staff	Trained By Staff
Screening/Child-Find:	X	
Referral to Appropriate Program:		X
Diagnosis/Initial Assessment:		X
IEP Development:		X

Instruction/Therapy Plan/Development: _____

X

Direct Instruction/Training: _____

X

Direct Therapy: _____

X

Ongoing Evaluation of Progress: _____

X

SERVICE SITES: Services are provided in 16 regular elementary and junior high schools in three school districts in suburban and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)	Availability
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- Hahneman Behavior Rating Scale (1)	Commercially available

- Teacher Nomination Form- Level of Urgency Scale for Children Perceived as Stressed (1)	Contact project
- Developmentally Based Diagnostic "Chains" (2)	
- Ecological "Folds" (2)	
- Individualized Monitoring According to Prescription (3)	

PROJECT TITLE: WINNEBAGO BEHAVIOR ANALYSIS PROGRAM

PROJECT STAFF:

Administration: Victoria Marquesen, PI; Eric V. Larsson, CO; Debra G. Larsson

Contact Person: Eric V. Larsson, (402) 878-2945

Project Address: Winnebago Public School
Box KK
Winnebago, NE 68071

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The major goal is to develop the following program for small, rural school districts which may or may not serve minority students. The program will provide for: 1) integration of handicapped children into the regular classrooms through development of effective teaching programs and systems for monitoring student progress; 2) continuation of school-based programs into the home environment through development of effective family training programs; 3) rapid remediation of academic and social skill deficits in the resource room through development of an efficient instructional, drill, and assessment package; and 4) continual reassessment and analysis of academic and social skill levels of handicapped children through the development of ongoing, criterion-related accountability systems which will be maintained in the resource room, regular classroom, and home environments. The services are divided into four components: 1) the curriculum management and resource room component combines a criterion-referenced testing and placement system with an efficient teaching package; 2) the integration component provides peer tutoring and classroom observation-based interventions; 3) the family training component provides group training of tutoring methods and social and self-help skills program development; and 4) the inservice training component provides group training on utilization of the entire program and behavior analysis skills to classroom teachers and aides.

POPULATION SERVED: This project provides services to learning disabled, mentally retarded, speech impaired, and seriously emotionally disturbed children and youth, ages 6-18. Handicapping conditions are mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral:	<u> </u>	<u>X</u>
IEP Development:	<u> </u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u> </u>	<u>X</u>
Direct Therapy:	<u> </u>	<u>X</u>

Ongoing Evaluation of Progress: _____

X

Family Training/Counseling/Therapy: _____

X

SERVICE SITES: Services are provided in regular elementary and secondary schools, students' residences, and a public building. The three schools are located in one county in a small town, rural setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, and teacher/instructional personnel for parents.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Brigance Diagnostic Inventory of Essential Skills (2, 3)
- Individualized Criterion-Referenced Tests (2, 3, 4)

Commercially available

-
- Winnebago/Heath Curriculum Management System for Mathematics (1, 2, 3, 4)
 - Winnebago/Merrill Curriculum Management System for Reading (1, 2, 3, 4)
 - Classroom Observation Code (1, 2, 3)
 - Home Observation Code (2, 3)
 - Winnebago Tutor-Tracking System (2, 3, 4)

Contact project

PROJECT TITLE: LINKS IN EDUCATING EMOTIONALLY DISTURBED CHILDREN AND YOUTH: BELLEVUE COMMUNITY MODEL

PROJECT STAFF:

Administration: Rosa A. Hagin, PI; Ronnie Beecher, CO; Henrietta Kreeger, CO


Contact Person: Rosa A. Hagin, (212) 340-6209

Project Address: Learning Disorders Unit
Department of Psychiatry
New York University Medical Center
550 First Avenue, Room 503C
New York, NY 10012

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: LINKS is designed to provide a systematic approach to the educational and vocational needs of emotionally disturbed children and youth. The program links hospital and community resources in an effort to ensure educational continuity for these children once they are discharged from hospital services. LINKS is based on the belief that educational intervention is a medium of therapy. It focuses on basic communication and mathematical skills necessary for the child's reintegration in the educational and vocational life of the community. Success in these areas leads not only to improved cognitive function, but also to improved chances for emotional well-being. The Learning Disorders Unit staff is multidisciplinary, representing the fields of psychiatry, psychology, and education. Its core staff is augmented by fellows and residents in child psychiatry and interns in school psychology.

Program objectives are: 1) intensive interdisciplinary  to guide educational planning; 2) formulation of trial teaching plans; 3) assessment, modification, and revision on the basis of trial teaching sessions; 4) feedback and transitional planning with parents and other significant persons; and 5) follow-up, teacher training, and consultation to ensure implementation of educational plans in posthospital settings.

POPULATION SERVED: This project serves seriously emotionally disturbed children and youth, ages 3-21. Handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in one hospital in an inner-city setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, psychologist/intern, and administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find

2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring

4 = Overall program evaluation

Instrument/Procedure (Use)	Availability
<ul style="list-style-type: none">- Wechsler Intelligence Scale for Children-Revised (2)- Wide Range Achievement Test (2, 3, 4)- Peabody Individual Achievement Test (2, 3, 4)- Woodcock-Johnson Psychoeducational Battery (2, 3, 4)	Commercially available
<hr/> <ul style="list-style-type: none">- Learning Disorders Unit In-House Battery (2)	Contact project

PROJECT TITLE: PROJECT TIDE: TRANSDISCIPLINARY INDIVIDUALIZED
DEVELOPMENTAL EDUCATION

PROJECT STAFF:

Administration: Martin Miller, PI; Howard Yeager, CO

Contact Person: Martin Miller, (212) 430-0479

Project Address: 1200 Waters Place
Room B-1077
Bronx, NY 10461

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: Project TIDE is part of the Waters Place School in the Bronx, NY, which was established to serve students with severe to profound retardation along with a variety of additional primarily physical handicapping conditions. The project has developed a system of transdisciplinary planning and in-class implementation of IEPs. Transdisciplinary teams (whose membership varies with different phases of the planning process) include typical school support people (school psychologist, nurse, social worker) and such specialists as occupational, physical, and speech therapists, and physicians. In TIDE's view, the parent is clearly a part of the student's service structure and of the transdisciplinary planning process. TIDE seeks cost-effective utilization of the consultative services of these various personnel through a phased and carefully articulated system of transdisciplinary planning. Since the classroom teacher has the most direct responsibility for developing and carrying out the student's IEP, TIDE places the teacher in the central role of the planning process. The teacher guides and solicits input from parents, paraprofessionals, support personnel, and therapists in order to assure that the student's educational program truly reflects his or her special needs. The project facilitates the teacher's expanded role with training in leadership skills, as well as providing inservice training and technical assistance to teachers, other staff, and parents.

POPULATION SERVED: This project serves multiply handicapped children and youth, ages 6-21. Handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>
Instruction/Therapy Plan Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Direct Therapy:	_____	<u>X</u>
Ongoing Evaluation of Progress:	_____	<u>X</u>
Family Training/Counseling/Therapy:	_____	<u>X</u>

SERVICE SITES: Services are provided in a special elementary school in a major city setting. Twelve school districts are served.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for parents, teacher aide/intern/assistant, occupational therapist, physical therapist, psychologist, speech/language/communication specialist, administrative staff, medical staff, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- The Curriculum Entry Screening System (2, 3)
 - Social Interaction Inventory (2)
 - TIDE IEP Evaluation System (4)
 - Program Assessment of Service System (4)
-

Contact project

PROJECT TITLE: SCHOOL-AGE SERVICES PROJECT**PROJECT STAFF:****Administration:** Philippa Campbell, PI; William McInerney, CO; Melissa Becker, CO**Contact Person:** Philippa Campbell, (216) 379-8256**Project Address:** Children's Hospital Medical
Center of Akron
281 Locust St.
Akron, OH 44308**PROGRAM TYPE:** HCMP**FUNDING YEAR:** 2nd

PROJECT ABSTRACT: The major purpose of this project is to assist in the development of model demonstration classroom(s) which provide appropriate educational programs for severely handicapped students, and which support the integration of these students with their nonhandicapped peers within the course of daily instruction. This is accomplished through a series of interagency coordinating councils, consisting of project and local school district staff who develop joint goals, objectives, methods, and timelines for implementing activities which facilitate the delivery of interdisciplinary programs for severely handicapped children. In addition, a series of written manuals have been developed and field-tested in existing sites. These manuals deal with: parent training/education within the public schools; problem areas with severely handicapped children (such as placement, multifactorial assessment, services required, and overall programming); and the use of a systematic planning model as a means of facilitating programming for severely handicapped students.

POPULATION SERVED: This project serves multiply handicapped children and youth, ages 5-21, whose handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Direct Instruction/Training:	—	X
Direct Therapy:	—	X
Ongoing Evaluation of Progress:	X	X
Family Training/Counseling/Therapy:	X	X
Related Services (adaptive PE, leisure skills, e.g.):	X	X

Facilitative Services: This project is an interagency cooperative model.

SERVICE SITES: Services are provided in five regular elementary schools in city and small town settings. Three school districts are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff, teacher/instructional personnel for parents, teacher aide/intern/assistant, occupational therapist, physical therapist, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- | | |
|--|-----------------|
| - Ongoing Data Collection (3) | Contact project |
| - Standardized Multifactorial Assessment (3) | |
-

PROJECT TITLE: PROJECT INTERACTION: A MODEL PROGRAM FOR SCHOOL-AGE MILDLY HANDICAPPED CHILDREN AND THEIR PARENTS

PROJECT STAFF:

Administration: Timothy E. Heron, PI; William L. Heward, PI;
Nancy L. Cooke, PM

Contact Person: Timothy E. Heron, (614) 422-6820

Project Address: Project Interaction
1250 Chambers Road
Columbus, OH 43212

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The project incorporates four interrelated components: 1) a visual response system (VRS) resource room in which students respond on individual overhead projectors; 2) a peer tutoring system for regular classroom teachers; 3) a parent involvement training program; and 4) inservice teacher training to provide teachers with functional skills to manage mildly/moderately handicapped students in the classroom. The purpose of the project is to integrate these four components systematically to provide teachers, parents, and administrators with continuous feedback regarding student performance and instructional effectiveness.

POPULATION SERVED: This project serves mildly to moderately handicapped children and youth, ages 3-18, who are learning disabled, mentally retarded, and speech impaired.

SERVICE SITES: Services are provided in two regular elementary schools in a suburban school district.

PROJECT SERVICES: These headings indicate services provided directly by project or by staff, people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>

REQUISITE PERSONNEL: Dependent upon which program component is being implemented, and the needs of the replicating site, various levels of training and/or personnel may be required.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Word Recognition Assessment for Basal Readers (2, 4)
 - Single-Subject Designs (2, 4)
-

Contact project

PROJECT TITLE: SOCIAL BEHAVIOR SURVIVAL (SBS) PROJECT

PROJECT STAFF:

Administration: Hill M. Walker, PI, CO

Contact Person: Hill M. Walker, (503) 686-5521

Project Address: Department of Special Education
Education Building 275
University of Oregon
Eugene, OR 97403

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The SBS project focuses on the social behavior of handicapped children who are to be mainstreamed into less restrictive settings. It deals with the placement and integration components of the mainstreaming process. Specifically, the project is designed to 1) assess the social behavior standards and expectations of teachers in mainstream settings in relation to both adaptive and maladaptive classes of child behavior (this information will be used to identify appropriate potential placement settings and to determine the minimal behavioral requirements a handicapped child must meet in order to gain entry to the setting), 2) develop and test an instructional package for use by personnel in special education settings to teach handicapped children adaptive skills and competencies and to move them to within the normal range on maladaptive social behaviors receiving teachers view as unacceptable, and 3) field test the assessment/instructional package in school districts to determine its feasibility, utility, and effectiveness.

POPULATION SERVED: This project serves learning disabled, mentally retarded, and seriously emotionally disturbed children, ages 6-12. Handicapping conditions are mild to moderate.

SERVICE SITES: Services are provided in 15 regular elementary schools in one school district in a city setting.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and psychologist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:-

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Criterion Role Play Tests (3, 4)
 - Observation Data (3, 4)
 - Teacher Ratings (3, 4)
 - Sociometric Data (3, 4)
 - SBS Referral Form (3, 4)
 - Third-Party Evaluation (4)
-

Contact Project

PROJECT TITLE: A) MODEL CLASSROOM FOR NEUROLOGICALLY IMPAIRED CHILDREN

PROJECT STAFF:

Administration: Albert Greenwood, PI, CO
Contact Person: Albert Greenwood, (503) 229-7220
Project Address: Child Neurology Clinic
Good Samaritan Hospital
& Medical Center
2215 NW Northrup
Portland, OR 97215

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: This program intends to serve children in the least restrictive educational environment. Following comprehensive assessment, a team provides community-based services, including teacher consultation and classroom observations. The diagnostic team includes special diagnostic educators, a speech pathologist, a social worker, and a clinical psychologist. This team's efforts are supplemented by additional consultative professionals (i.e., developmental pediatrician, neurologist, psychiatrist, occupational therapist, physical therapist) based upon the needs of the child. The team reacts to the educational needs of the child as identified through evaluation procedures involving the child, parent, and teacher. If the community-based intervention does not meet the needs of the child, then the teacher and family are encouraged to consider short-term placement of the child in the model classroom. The team then investigates new teaching techniques, curriculum variations, and avenues to learning readiness which would be appropriate for each child. Upon the child's return to his or her community-based program, these techniques are then used to develop, in consultation with the child, parent, and teacher, a remedial plan. Parents are important participants in all phases of the program's intervention. Increasing awareness through education occurs in the areas of problem identification, advocacy, and effective remedial planning from the family perspective.

POPULATION SERVED: This project serves learning disabled, mentally retarded, seriously emotionally disturbed, and other health-impaired children, ages 6-12. Handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	X	X
Diagnostic/Initial Assessment:	X	X
IEP Development:	X	X
Instruction/Therapy Plan Development:	X	X
Direct Instruction/Training:	X	X

Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in regular and special elementary and secondary schools, special higher education school(s), and residential facilities in a major city. School districts throughout the state are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, psychologist, speech/language/communication specialist, clerical/secretarial support staff, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetical number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)	Availability
<ul style="list-style-type: none"> - Children's Personality Questionnaire (2) - Children's Personality Inventory (2) - Woodcock-Johnson Psychoeducational Battery (2) - Wechsler Intelligence Scale for Children-Revised (2) - Reitan Neuropsychological Assessment (2) 	Commercially available
<ul style="list-style-type: none"> - School Cumulative Record and Summary Sheet (1, 4) - Parent Goal Questionnaire (1, 4) - Evaluation/Intervention Goal Form (4) - School Goal and Feedback Form (3, 4) 	Contact project

PROJECT TITLE: PROJECT AIM: AUTISTIC INTEGRATION MODEL**PROJECT STAFF:****Administration:** Stephanie Robinson, PD; Patricia Almond, CO; Joel Arick, CO**Contact Person:** Stephanie Robinson, (503) 777-8073**Project Address:** Creston Annex
4701 SE Bush
Portland, OR 97206**PROGRAM TYPE:** HCMP**FUNDING YEAR:** 2nd

PROJECT ABSTRACT: The Autistic Integration Model (AIM) has based its goals and objectives on a framework of community integration and student skill building to achieve maximum community acceptance. Project AIM has established two main thrusts of activity: 1) student behavioral training and skill building, and 2) community integration.

- Student behavioral training and skill building is intended to develop the skills necessary for each student to succeed functionally within the extended community by establishing specific community target sites for each student. The IEP for each student reflects the community-referenced criteria within each objective. In addition, each student participates in a five-day field placement in their extended community target site.

The community integration component includes the following: 1) extended community information in which target skills are established; 2) a high school teacher assistant program; 3) information-exchanging procedures in the high school and the extended community in order to increase behavior tolerance levels; 4) behavior training and skill building assistance in the extended community; and 5) trial field placement supervision in the extended community.

POPULATION SERVED: This project provides services to autistic youth, ages 13-18, whose handicapping conditions are severe to profound.

SERVICE SITES: Services are provided in a regular secondary school in a major city setting. Students are drawn from 15 schools in three school districts.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	_____	<u> X </u>
Referral to Appropriate Program:	_____	<u> X </u>
Diagnosis/Initial Assessment:	<u> X </u>	<u> X </u>
IEP Development:	<u> X </u>	<u> X </u>
Instruction/Therapy Plan Development:	<u> X </u>	<u> X </u>
Direct Instruction/Training:	<u> X </u>	<u> X </u>

Direct Therapy:

X

X

Ongoing Evaluation of Progress:

X

X

Family Training/Counseling/Therapy:

X

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

X

REQUISITE PERSONNEL: Staff required to operate this program at another site are:
teacher/instructional personnel for children, teacher aide/intern/assistant, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the
title of each instrument/procedure indicates the following code for use of the instrument
/procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial/diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Autism Behavior Checklist (1, 2, 3, 4)
- Autism Screening Instrument
for Educational Planning (2)
- AAMD Adaptive Behavior Scales (2)
- Sequenced Inventory of
Communication Development (2)
- Balthazar Scales I and II (2)
- Brigance Inventory of Early
Development (2)

Commercially available

-
- Classroom Adaptive Behavior
Observation Instrument (3)
 - Trial-by-Trial Event Recording
of Correct and Error Responses (3)
 - Community Attitude Survey (4)
 - Objective Attainment (4)
 - Pupil Performance (4)

Contact project

PROJECT TITLE: THE ADAPTIVE LEARNING ENVIRONMENTS MODEL: A MAINSTREAM PROGRAM FOR MILDLY HANDICAPPED CHILDREN

PROJECT STAFF:

Administration: Margaret C. Wang, PI; Murray D. Thompson, CO

Contact Person: Margaret C. Wang

Project Address: University of Pittsburgh
Learning Research and Development Center
3939 O'Hara Street
Pittsburgh, PA 15260

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: This project is designed to implement and study the feasibility and effectiveness of the Adaptive Learning Environments Model, developed at the Learning Research and Development Center of the University of Pittsburgh, in the mainstreaming of mildly handicapped (LD, EMR, and SED) children. The distinguishing features of the project include: the use of a comprehensive individualized instructional system found to be effective in systematically adapting instruction to individual learning needs and characteristics; a built-in support system to facilitate the involvement of school administrative and instructional personnel, health professionals, and family members in the implementation of the instructional program; and the use of a full-time rather than a shared-time approach to mainstreaming.

POPULATION SERVED: This project provides services to mildly handicapped learning disabled and seriously emotionally disturbed children, ages 5-9, and their nonhandicapped classroom peers.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Ongoing Evaluation of Progress:	_____	<u>X</u>
Family Training/Counseling/Therapy:	_____	<u>X</u>

SERVICE SITES: Services are provided in four regular elementary schools in four school districts in suburban and small town settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher aide/intern/assistant, psychologist, speech/language/communication specialist, administrative staff, clerical/secretarial support staff, counselor, and research assistants (documentation/evaluation staff).

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Wechsler Intelligence Scale for Children-Revised (2)
- Wepman Auditory Discrimination Test (2)
- Bender-Gestalt Test (2)
- House-Tree-Person (2)
- Peabody Individual Achievement Test (2)
- Woodcock Reading Mastery Test (2)
- Key Math Diagnostic Arithmetic Test (2)
- Rösner Auditory Analysis Test (2)

Commercially available

-
- Criterion-Referenced Placement Tests (2, 3)
 - Curriculum-Embedded Tests (2, 3)
 - Self-Responsibility Interview Schedule (3, 4)
 - Classroom Monitoring Instruments (used in collection of "degree of implementation" data) (4)
 - Narrative Recordings of Classroom Processes (3, 4)
 - Student Behavior Observation Schedule (3, 4)
 - Teacher Behavior Observation Schedule (3, 4)
 - The Perceived Competence Scale for Children (3, 4)
 - Teacher Perception Questionnaire (4)

Contact project

PROJECT TITLE: A MODEL PROGRAM FOR THE COGNITIVE EDUCATION OF EXCEPTIONAL CHILDREN

PROJECT STAFF:

Administration: H. Carl Haywood, PI; Ruth Arbitman-Smith, PD

Contact Person: Ruth Arbitman-Smith, (615) 327-8261

Project Address: Box 504, Peabody College
Vanderbilt University
Nashville, TN 37203

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: Instrumental Enrichment is a cognitive approach to education with the specific goal of enabling students to learn how to learn more efficiently. The learning-to-learn approach is expected to enhance achievement levels in traditional academic areas, to improve the motivation to learn, and to enable students to modify their own cognitive functions after the end of the educational intervention. It is not specific to any category of exception, and has been applied to adolescents who have been classified as educable mentally retarded, learning disabled, behavior disordered, and slow learning. The program is designed for adolescents for whom little else is available and for whom much is needed. Approximately 250-300 hours of classroom instruction are spread over a period of two years as a supplement to the regular curriculum. Teachers are trained in a series of intensive workshops and are subsequently given careful support and supervision.

POPULATION SERVED: This project serves learning disabled, mentally retarded, and seriously emotionally disturbed children and youth, ages 10-18. Handicapping conditions are mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>
Instruction Plan Development:	<u> </u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided in 20 regular and special elementary and secondary schools. Three school districts in city and inner city settings are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and teacher/instructional personnel for staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Primary Mental Abilities Test (3)
 - Rayen's Standard Progressive Matrices (3)
 - Woodcock-Johnson Psychoeducational Battery (3)
 - Peabody Individual Achievement Test (3)
 - Individual Criterion-Referenced Test (3)
 - Minnesota Teacher Attitude Inventory (4)

Commercially available

-
- Picture Motivation Scale (3)
 - Workshop Evaluation Questionnaires (4)
 - Evaluation Forms for Videotaped Lessons (4)
 - Teacher Satisfaction Questionnaires (4)
-

Contact project

PROJECT TITLE: EMPLOY: A MODEL PROGRAM FOR PREVOCATIONAL/VOCATIONAL EDUCATION WITH MODERATELY AND SEVERELY HANDICAPPED ADOLESCENTS

PROJECT STAFF:

Administration: Sid Levy, PI; Terence Adams, CO; Charles Salzberg

Contact Person: Sid Levy, (615) 327-8290

Project Address: George Peabody College
of Vanderbilt University
Box 328
Nashville, TN 37203

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: EMPLOY provides vocational education and on-the-job working experience to youth, ages 15-18, who have special emotional needs or behavioral problems. The project adheres to the philosophy that students leaving the program should return to their communities not only with vocational skills, but also with improved academic and independent living skills. The school portion of a student's vocational training includes classes in job planning and career management, social skills needed for employment, general areas of work readiness, accepting direction and correction, and specific instruction in several occupational areas such as car maintenance, carpentry, sales clerking, office clerking, and restaurant serving. Students are employed on campus as a transitional part of their training.

Each student's trainer-advocate is responsible for finding placement for the student who has completed on-campus training. As the job is learned, less supervision is required by the trainer-advocate and more supervision is given by the employer. With most students, this placement is their first working experience. Most jobs are part-time, allowing for their regular education to continue.

POPULATION SERVED: This project serves mentally retarded and seriously emotionally disturbed youth, ages 13-21. Handicapping conditions are moderate to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided in a special secondary school and a residential facility in a city setting. Twenty-six school districts are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetical number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Criterion-Referenced Assessment (2, 3)
 - Consumer Satisfaction (4)
 - Student Progress Evaluation (4)
-

Contact project

PROJECT TITLE: A MODEL PROGRAM FOR EARLY EDUCATION OF THE CEREBRAL PALSIED CHILD IN A RURAL SETTING

PROJECT STAFF:

Administration: Janet Allaire, PI
Contact Person: Janet Allaire, (804) 924-5161
Project Address: University of Virginia
Department of Pediatrics
Jefferson Park Avenue
Charlottesville, VA 22903

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The Model for Comprehensive Education provides direct service to cerebral palsied children in a classroom setting. An interdisciplinary team using a Neuro-Developmental Treatment approach emphasizes a functional curriculum. Child service providers in a rural, mountainous setting receive indirect service through small workshops, conferences, and child consultations. Services to parents of handicapped children include home visiting and small group meetings.

POPULATION SERVED: This project serves orthopedically impaired and multiply handicapped children, ages 3-8. Handicapping conditions are severe to profound.

SERVICE SITES: Services to students are provided in a regular elementary school in a rural, small town setting. Staff development activities are provided to service providers (including instructional personnel and physicians) from 51 schools in 17 counties.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	Staff	Trained By Staff
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, physical therapist, and speech/language/communication specialist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- | | |
|---|------------------------|
| - Brigance Inventory of Early Development (2, 3, 4) | Commercially available |
| - Topeka Association for Retarded Citizens Assessment Inventory for Severely Handicapped Children (2, 3, 4) | |
| - Houston Test of Language Development (2, 3, 4) | |

-
- | | |
|---|-----------------|
| - Pre-Speech Assessment Scale (2, 3, 4) | Contact project |
|---|-----------------|
-

PROJECT TITLE: RICHMOND SECONDARY PROJECT

PROJECT STAFF:

Administration: Paul Wehman, PI; Janet Hill, CO

Contact Person: Paul Wehman, (804) 257-1305

Project Address: Division of Educational Services
Virginia Commonwealth University
Richmond, VA 23284

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: This model education program for severely/profoundly handicapped children operates three classrooms for 23 students in the Richmond Public Schools. The objectives of this project include demonstration of data-based programming, functional curriculum evaluation of single-subject designs, and development and validation of curricula in vocational, home living, and leisure skill areas for SPH adolescents. With these curricula will be designed criterion-referenced assessment tools and skill selection criteria. Replication has begun in three different classes for severely handicapped adolescents in another school in the greater Richmond area with training occurring in real homes, real work settings when appropriate, and real recreational settings in the community at appropriate times. Parent involvement is facilitated by regular in-the-home visits and technical assistance delivered in the context of program follow-through for project children.

POPULATION SERVED: This project serves mentally retarded and multiply handicapped children and youth, ages 9-21, whose handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u> ✓	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u> </u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in two special elementary schools in city, major city, and inner city settings. One school district is involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, speech/language/communication specialist, and administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Behavior Characteristics Progression
(Palo Alto) (2)

Commercially available

- Uniform Performance Assessment System (2)

- Pennsylvania Training Model (2)

Contact project

- Task Analysis Assessment (2, 3)

PROJECT TITLE: COMMUNITY TEACHING HOMES, A PROJECT OF THE SCHOOL FOR CONTEMPORARY EDUCATION

PROJECT STAFF:

Administration: Bruce Richards, PI; Charles R. Goodman, CO;
JoAnne Greive, CO

Contact Persons: Bruce Richards, (703) 370-2770

Project Address: 623 South Pickett Street
Alexandria, VA 22304

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The Community Teaching Homes project is a community-based residential program for emotionally disturbed children and youth whose special education needs cannot be met by a day-school placement. The program provides intensive social skill training for the child in a Teaching Home located in the child's community, and concurrent training for the child's parents or parent surrogates to prepare them for the child's return home. The thrust of the program is to provide educational/residential services in the community as an alternative to sending the child to an out-of-community residential facility. The project recruits, trains, and supervises Teaching-Parents to provide direct services to one or two children in their own homes while the child attends a public or private special education program in the community.

The Teaching-Parents train the child in the social skill areas of self-control, communication, responsibility, personal care, home care, and independence, as success in these areas is necessary for success in a less restrictive environment. They work closely with the child's school to ensure generalization to the school environment of social skills learned in the Teaching Home. Project staff work intensively with parents to train them in the parenting skills necessary to maintain the child's newly learned behaviors.

POPULATION SERVED: This project provides services to moderately and severely handicapped children and youth, ages 9-18, who are learning disabled, mentally retarded, and seriously emotionally disturbed.

SERVICE SITES: Services are provided in special elementary and secondary schools, students' residences, and teaching homes, in city, suburban, small town, and rural settings. Four schools/facilities in six school districts are involved.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	_____
Referral to Appropriate Program:	<u>X</u>	_____
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____

Instruction/Therapy Plan Development:	<u> X </u>	<u> </u>
Direct Instruction/Training:	<u> </u>	<u> X </u>
Direct Therapy:	<u> </u>	<u> X </u>
Ongoing Evaluation of Progress:	<u> X </u>	<u> X </u>
Family Training/Counseling/Therapy:	<u> X </u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u> </u>	<u> X </u>

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for parents and a teaching parent.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)	Availability
<ul style="list-style-type: none"> - Teaching Skills Inventory (2, 3, 4) - Consumer Satisfaction Reports (2, 3, 4) - Child Assessment Package (2, 3, 4) - Interclass Academics and Behavior Comparisons (2, 3, 4) - Teaching Skills Inventory (2, 3, 4) - Teaching Interaction Component Checklist (2, 3, 4) - Teaching Parent Assessment Package (2,3,4) - Situation Inquiry Rationale Option and Contract Checksheet (2, 3, 4) - Home Study (2, 3, 4) - Chapter Quizzes (2, 3, 4) - Teaching-Home Evaluation (2, 3, 4) - Consumer Satisfaction Survey (2, 3, 4) - Behavior Skills Inventory (1, 2, 3) - Behavior Rating Sheet (1, 2, 3) - Credit Card (1, 2, 3) - Home Notes (1, 2, 3) - School Notes (1, 2, 3) - School Report Cards (1, 2, 3) - Data Summary Charts (1, 2, 3) - Home Evaluation (2, 3) - Social History (2,3) 	Contact project.

PROJECT TITLE: A MODEL CHILD DEMONSTRATION CENTER TO PROVIDE COMPREHENSIVE IDENTIFICATION AND PRESCRIPTIVE EDUCATION SERVICES FOR SECONDARY STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES

PROJECT STAFF:

Administration: Martha F. Knight, PI; Patricia Stone, CO

Contact Person: Martha F. Knight, (802) 656-2936

Project Address: Martha F. Knight
Department of Special
Education
Social Work and Social
Services
University of Vermont
Burlington, VT 05405

Maureen Clarron
South Burlington High
Dorset Street
South Burlington, VT 05401

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The South Burlington School District and the University of Vermont are collaborating in the development of a Model Demonstration Center for special education and inservice teacher preparation in which learning disabled students are served in integrated high school settings. The Center provides the personnel required to implement fully the consulting teacher approach to provide special education within regular classrooms. The major outcomes of the Center are: 1) delineation and sequencing of Vermont State Department of Education Basic Competencies for identification of students eligible for special education, classroom diagnosis of precise entry level skills, and evaluation of the effects of intervention procedures; 2) development (through inservice teacher preparation) of prescriptive teaching/learning procedures to serve high school age youth whose learning rates fall below the minimum that would be required in order to complete all Basic Competency Minimum Objectives by their 12th year of schooling; and 3) establishment of a dissemination system.

POPULATION SERVED: This project serves mildly to moderately handicapped youth, ages 13-18, who are learning disabled, hard of hearing, speech impaired, seriously emotionally disturbed, and orthopedically handicapped.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

<u>Services for Children/Youth:</u>	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Referral:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>

Direct Instruction/Training:

X

X

Direct Therapy:

X

Ongoing Evaluation of Progress:

X

SERVICE SITES: Services are provided in five regular secondary schools in five school districts statewide, in suburban and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Individualized Computational Skills Program (Math) (1)
- Key Math Diagnostic Arithmetic Test (2)
- Morrison-McCall Diagnostic Spelling Test (1)
- Wide Range Achievement Test (2)
- Silvaroli Classroom Reading Inventory (1)
- Woodcock Reading Mastery Test (2)
- Test of Written Language (1, 2)
- Test of Adolescent Language (2)
- Gates MacGinitie Reading Test (2)

Commercially available

-
- Basic Competency Record (1)

Contact project

**PROJECT TITLE: INDIVIDUAL EDUCATIONAL AND VOCATIONAL INTERVENTION
WITH THE POSTSECONDARY HANDICAPPED INCARCERATED**

PROJECT STAFF:

Administration: Wilfred D. Wienke, PI; John S. Platt, CO; Roy H. Tunick, CO

Contact Person: Wilfred D. Wienke, (304) 293-4142/3450

Project Address: Department of Special Education
606 Allen Hall
West Virginia University
Morgantown, WV 26506

PROGRAM TYPE: HCMP

FUNDING YEAR: 2nd

PROJECT ABSTRACT: The project is housed at the Kennedy Center, a low-security Federal Prison Systems institution in Morgantown, West Virginia. The project is developing an intervention model which will assist the handicapped inmate in the acquisition of vocational skills that are parallel with his potential. Three skill areas are addressed: education, vocation, and work adjustment.

Educational assessment is conducted on each inmate to determine specific skill strengths and weaknesses. The philosophy of the educational portion of the project is to provide needed instruction related to the vocational training areas and functional life support skills. The vocational portion of the model is the focal point. Formal and informal vocational assessment are conducted on each inmate. The vocational evaluation approach assists the staff and inmates in the identification of aptitudes, interests, and work behaviors which are necessary in order to develop functional independence. After placement in the vocational training area is made, modifications to the training site are developed to accommodate the handicapped learner. Modification is based on a task analysis of the vocational training goal, thereby benefiting both the student and the vocational instructor. This cooperative venture between the vocational instructor and the special educator provides the structure for an individualized instructional program. Work adjustment skills are an integral part of the total intervention program.

POPULATION SERVED: This project serves learning disabled and mentally retarded incarcerated youth, ages 18-23, whose handicapping conditions are mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	_____
Referral to Appropriate Program:	<u>X</u>	_____
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____
Instruction/Therapy Plan Development:	<u>X</u>	_____

Direct Instruction/Training:

X

Direct Therapy:

X

Ongoing Evaluation of Progress:

X

Facilitative Services: This project is an instructional intervention model.

SERVICE SITES: Services are provided at a federal prison to youth from inner city, major city, city, suburban, small town, and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Woodcock-Johnson Psychoeducational Battery (2)
- Raven's Standard Progressive Matrices (2)
- McCarron-Dial Work Evaluation System (2)

Commercially available

PROJECT TITLE: A UNIVERSITY-COUNTY SCHOOLS COLLABORATIVE MODEL DEMONSTRATION PROGRAM IN LEA POLICY DEVELOPMENT AND IMPLEMENTATION OF PROGRAMS FOR HANDICAPPED PUPILS

PROJECT STAFF:

Administration: Melvyn I. Semmel, PI; Larry Schram, PI; Maurine Ballard-Campbell, CO

Contact Person: Melvyn I. Semmel, (805) 961-3477

Project Address: Child Neurology Clinic
Good Samaritan Hospital
& Medical Center
2215 NW Northrup
Portland, OR 97215

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: Project PAGE (Policy Analysis in Special Education) has as its primary goal the involvement of parents and school personnel in the development of local policies which will result in design of operational procedures through which to deliver educational services to handicapped children. The focus of project activities in the first year is on study teams who provide input into development, approval, and implementation of policies with respect to five major service delivery areas: 1) referral and identification, 2) assessment, 3) planning and IEP, 4) implementation, and 5) review and evaluation. Study teams participating in the policy development process include representatives from 24 school districts in a local Special Education Consortium. Team members include district administrators, parents, principals, program specialists, regular and special classroom teachers, resource specialists, and other support service personnel.

Team activities include: 1) identification of potential policy issues, 2) review of existing federal and state requirements for special education, 3) analysis of current local operating procedures, 4) generation of ideal roles and responsibilities related to service delivery, and 5) formulation of policy recommendations to facilitate coordinated local service delivery to handicapped children.

POPULATION SERVED: This project serves children and youth, ages 5-18, who are learning disabled, hard of hearing, seriously emotionally disturbed, and multiply handicapped. Handicapping conditions are mild to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child Find:	_____	<u>X</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>

Instruction/Therapy Plan Development: _____

X

Direct Instruction/Training: _____

X

Direct Therapy: _____

X

Ongoing Evaluation of Progress: _____

X

Related Services (adaptive PE,
leisure skills, e.g.): _____

X

SERVICE SITES: Services are provided in regular and special elementary schools, regular higher education schools, residential facilities, other special centers, and the Santa Barbara County Offices. Sixty-eight schools/facilities in 24 school districts are served, in city, suburban, small town, and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher/instructional personnel for parents, clerical/secretarial support staff, and field specialists.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Ethnographic Procedures (4)

Contact project

- Questionnaires (4)

PROJECT TITLE: PARENT-SCHOOL PARTNERSHIP PROJECT

PROJECT STAFF:

Administration: Dorothy Rich, PI; Leonard Guedalia, PI, CO; Robin Armstrong-Hugg, CO

Contact Person: Leonard Guedalia, (202) 466-5553

Project Address: c/o The Home and School Institute, Inc.
1707 H Street, N.W.
Washington, D.C. 20006

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: Region C of the District of Columbia Public Schools hosts this project, a model program for family involvement in teaching children with learning disabilities. This program is designed by the non-profit Home and School Institute of Washington, D.C. Research over the past decade has documented the critical role played by the home in children's learning. This project involves families as home-style teachers of children in ways that do not duplicate the school. Each student has a Home Education Plan (HEP), which consists of a series of activities for parents to implement at home with their children. These activities are keyed to the child's learning disability as identified in the school IEP.

The Family Place, at Tubman Elementary School, is a replica of a home, and demonstrates how ordinary home objects and daily life routines can be used to build student basic skills. Parents and children participating in the project come weekly to the Family Place for training in using the curriculum of the Home and School Institute and implementation of the HEPs. Parents participate in weekly support groups and in workshops designed to meet their assessed needs. Teachers participating in the project can take courses offered by the faculty of the Home and School Institute for college and recertification credit.

POPULATION SERVED: This project serves mildly to moderately handicapped children, ages 7-11; who are learning disabled.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided at regular and special secondary schools, and in students' homes. Seven schools in one school district are involved, and are located in a major, inner city area.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for parents and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Wechsler Intelligence Scale for Children - Revised (1)
- Woodcock-Johnson Psychoeducational Battery (2, 4)
- Visual Aural Digit Span Test (2, 3)

Commercially available

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- Parent Participation Profile (2, 4)
 - Home Education Plans (3, 4)

Contact project

PROJECT TITLE: FAMILY CENTER PROJECT: A PARENT CENTER MODEL FOR INDIVIDUALIZING SERVICES TO PARENTS OF SCHOOL-AGED HANDICAPPED CHILDREN

PROJECT STAFF:

Administration: Barrett G. Halderman, PI, CO
Contact Person: Barrett G. Halderman, (515) 752-0075
Project Address: Family Center Project
7 Westwood Drive
Marshalltown, Iowa 50158

PROGRAM TYPE: HCMP **FUNDING YEAR:** 1st

PROJECT ABSTRACT: The purpose of this project is to promote parent participation in the development and implementation of IEPs for handicapped children. It is the contention of the project that, through an active partnership between home and school, handicapped children can be assisted in ways that are inaccessible through the classroom alone. Parents become involved with the project when: 1) home and school agree on the need for specific IEP home-based objectives, 2) clearly defined/measurable home-based objectives are written into the IEP, and 3) parents desire assistance with those objectives.

Service options available to parents working on home-based objectives include: a library of parent materials, individual (family) counseling/instruction, group counseling/instruction, a parent-to-parent support network, and an interagency referral network. The nature, number, and order of service options implemented for parents depend on: parental understanding of their child's handicap, parental sophistication in the areas of child interaction and management skills, and the extent to which parents are willing to participate in the available services. Follow-up is maintained with all parents until such time that the home-based objectives are completed, or the parents refuse further contact with the project.

POPULATION SERVED: This project provides services mainly to parents of learning disabled, mentally retarded, hard of hearing, and seriously emotionally disturbed children, ages 5-18. The children are involved in family therapy.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	<u>X</u>	_____
Diagnosis/Initial Assessment:	<u>X</u>	_____
Instruction/Therapy Plan Development:	<u>X</u>	_____
Family Training/Counseling/Therapy:	<u>X</u>	_____

Facilitative Services: This project is a parent involvement model.

SERVICE SITES: Services are provided in a family center to parents of children and youth from 18 city and rural schools in one school district.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for parents, psychologist, administrative staff, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)	Availability
- Behavior Rating Profile (3)	Commercially available

- Core Curriculum Inventory (2)	Contact project
- Parent Attitude Survey (2)	
- Third-Party Evaluation (4)	

PROJECT TITLE: RESEARCH DEMONSTRATION CENTER FOR LEARNING DISABLED STUDENTS

PROJECT STAFF:

Administration: Barbara Cordoni, PI, CO

Contact Person: Barbara Cordoni, (618) 453-2311

Project Address: Department of Special Education
Pulliam Hall, Room 122
Southern Illinois University
Carbondale, IL 62901

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: Through the establishment of a research-demonstration center at Southern Illinois University at Carbondale, this project plans to show that learning disabled students can be successful at the university level. The learning disabilities program has a two-fold emphasis. The first is on research into the components of learning disabilities identified in a population of individuals whose IQs are high enough for them to succeed in a college curriculum, but whose processing difficulties preclude success at this level. Therefore, a strong diagnostic component utilizing a multidisciplinary approach with the skills of individuals in the departments of Guidance and Educational Psychology, Psychology, Speech Pathology and Audiology, and Special Education is included so that the needs of this population will be carefully documented.

The second emphasis is on the academic and social needs of the population. Having been properly identified, with their needs diagnosed, the students are provided with academic tutors who are trained in working with this population. The Center for Basic Skills, the Clinical Center, the Learning Resources Center, and Supportive Student Services are several of the agencies on campus which provide support and services to the project.

The project will: 1) provide model services to educationally handicapped youth 17-21, who enter a higher education setting; 2) develop training manuals, videotape presentations, and printed material which address the needs of the handicapped in the higher education setting; 3) establish a network of universities, colleges, and community colleges in the midwest and central United States to familiarize university administrators with the needs of this population; and 4) provide inservice to the network of institutions on the procedures for identification, assessment, instruction, and evaluation of this special education clientele.

POPULATION SERVED: This project serves learning disabled youth, ages 18-23. Handicapping conditions range from mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>

Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Dev.:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptation PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

This project provides services to those on our campus and trains personnel in the four community colleges in our consortium. Additional inservice has been accomplished at other sites as well.

SERVICE SITES: Services are provided in one university and four community colleges in rural and small town settings; students are drawn from within and outside the state.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher aide/intern/assistant, psychologist, speech/language/communication specialist, administrative staff, clerical/secretarial support staff, diagnostic/prescriptive personnel.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Wechsler Adult Intelligence Scale-(2)
 - Woodcock-Johnson Psychoeducational Battery (2)
 - Key Math Diagnostic Arithmetic Test (2)
 - Peabody Individual Achievement Test (2)
 - Specific Language Disability Test - Malcomesius (2)
 - Keystone Visual Survey Test (2)
 - Tennessee Self-Concept Scale (2)
 - Wide Range Achievement Test (2)
-

Commercially available

PROJECT TITLE: KICS: KANSAS INDIVIDUALIZED CURRICULUM SEQUENCING PROJECT

PROJECT STAFF:

Administration: P. Doug Guess, PI; Jennifer Holvoet, CO; Marilyn Mulligan, CO

Contact Person: Jennifer Holvoet, (913) 272-3811

Project Address: Topeka Education Center
1900 Hope
Topeka, KS 66604

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The Kansas Individualized Curriculum Sequencing Project (KICS) is a collaborative effort between the Department of Special Education at the University of Kansas and the Special Services Division of Unified School District 501 in Topeka, Kansas. The program serves two classrooms of secondary level students with severe handicaps. KICS is implementing and evaluating the impact of an innovative teaching strategy, the Individualized Curriculum Sequencing model. One aspect of this model is that students are taught functional clusters of skills in several different environments, instead of the traditional model where one teacher teaches a specific skill at a prescribed time, always in the same environment. The second aspect of the model stresses arranging teaching environments and content in ways that encourage severely handicapped students to interact with, and learn from, each other. In general, training is based on applied behavioral principles, and data on each student's progress are taken daily.

POPULATION SERVED: This project serves severely handicapped children and youth, ages 10-21, who are mentally retarded, deaf, speech impaired, blind, autistic, and multiply handicapped.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided at one special secondary school in a city setting. Six school districts are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, occupational therapist, speech/language/communication specialist, administrative staff, clerical/secretarial support staff, and medical staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

- Topeka Association for Retarded Citizens Assessment Inventory (2)
- Pennsylvania Training Model: Assessment Guide (2)
- Camelot Behavior Checklist (2)

Commercially available.

-
- Project Learn Checklist (2)

Contact project

PROJECT TITLE: CAREER AND PERSONAL DECISION-MAKING SKILLS FOR YOUNG ADOLESCENTS

PROJECT STAFF:

Administration: Steven Brion-Meisels, PI; Robert Selman, PI; Amy Brenner, CO

Contact Person: Steven Brion-Meisels, (617) 232-8390

Project Address: Judge Baker Guidance Center
295 Longwood Avenue
Boston, MA 02115

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This project is designed to explore and improve the decision-making skills of young adolescents who have moderate to severe learning, emotional, and social relations problems. The focus is on developing curricula and methods which can be used in a wide range of settings, including public and private schools, and community mental health centers. This model focuses on four interrelated sets of social competencies: 1) levels of social awareness, 2) cognitive problem-solving skills, 3) social interaction skills, and 4) knowledge of relevant factual information. The curriculum focuses on: 1) drug use and abuse, 2) sexual development and changes in peer relationships, 3) job awareness and prevocational skills, and 4) law-related issues. Classroom sessions explore a number of methodological and curricular issues, including the development of ecologically valid and reliable assessment measures, programming and pacing of individual classroom sessions, adaptation of existing curricula to fit special learning styles and needs, and the potential use of the decision-making model as a focus for the classroom process itself.

The program includes: 1) direct service to students, 2) inservice training for school personnel, 3) a parent program, 4) development of research and evaluation measures, and 5) consultation to interested agencies.

POPULATION SERVED: This project serves youth, ages 13-16, who are learning disabled and seriously emotionally disturbed. Handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>

Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

Facilitative Services: This project provides outreach services to other institutions.

SERVICE SITES: Services are provided in one special elementary/secondary school. Four school districts, in inner city, major city, and suburban settings, are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher/instructional personnel for parents, administrative staff, clerical/secretarial support staff, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find	3 = Ongoing child evaluation/monitoring
2 = Initial diagnosis/assessment	4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- | | |
|--|-----------------|
| - Third-Party Evaluation (4) | Contact project |
| - Social Awareness Dilemmas (2)
and Interviews (3) | |
| - Drug Education, Sex Education, World
of Work, and Juvenile Law Assessments (2) | |
| - Parent Interview Schedule (2) | |
| - Handbook for Evaluating Children's
Developing Interpersonal Negotiation
Strategies (3) | |
| - In-Class Assessments (3) | |
| - Teacher Narratives (3) | |
| - Behavior Observations (3) | |
| - Case Studies/Informal Observations (3) | |
-

PROJECT TITLE: A MODEL TO DEMONSTRATE THE DEVELOPMENT OF INTERPERSONAL INTERACTIONS WITH SEVERELY HANDICAPPED STUDENTS

PROJECT STAFF:

Administration: Frances L. Kohl, PI; Nicholas J. Certo, PI; Lucy H. Moses, CO

Contact Persons: Frances L. Kohl, Nicholas J. Certo, (301) 454-5689

Project Address: RM 1308
Department of Special Education
College of Education
University of Maryland
College Park, MD 20742

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The project focuses on the development and verification of a model designed to teach systematically a wide variety of interpersonal interactions to severely handicapped students (ages 5-21) enrolled in the Prince George's County, Maryland, Public School System. It is the goal of this project to demonstrate that all severely handicapped students, regardless of presumed physical, cognitive, or age limitations, are capable of learning viable forms of interaction with other individuals in their environment.

The project model involves four interrelated components. The first involves the ongoing analysis of interpersonal interactions performed by the students. Interactions are analyzed according to: the nature of the interaction (social or task related); the purpose of the interaction (to obtain, provide, or receive); the assistance, feedback, or information communication mode a student uses (nonverbal or verbal); the initiator of the interaction; the quality of the interaction (appropriate or inappropriate); and the outcome of the interaction (successful or unsuccessful). The second component involves the ecological assessment of the interactions between nonhandicapped individuals in school, home, and community settings; this assessment information provides a basis for determining appropriate instructional content for severely handicapped students. The third component involves direct instruction to students, with emphasis on the acquisition of basic communication skills and their use in situations requiring interpersonal interactions. The fourth component involves providing parents with the skills needed to teach interpersonal interactions to their severely handicapped child in home and community settings.

POPULATION SERVED: This project serves children and youth, ages 5-21, who are mentally retarded and multiply handicapped. Handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>

Direct Instruction/Training:

X

Ongoing Evaluation of Progress:

X

Family Training/Counseling/Therapy:

X

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

X

SERVICE SITES: Services are provided in a special center in one school district, located in a suburban setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for parents, teacher aide/intern/assistant, occupational therapist, physical therapist, speech/language/communication specialist, and administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- 1 = Initial screening/child-find
2 = Initial diagnosis/assessment

- 3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Interpersonal Interaction
Analysis (3)

Contact project

PROJECT TITLE: MODEL EDUCATIONAL SERVICES FOR AUTISTIC CHILDREN AND YOUTH

PROJECT STAFF:

Administration: Andrew L. Egel, PI; Nancy A. Neef, CO

Contact Person: Andrew L. Egel, (301) 454-6596

Project Address: Special Education Department
University of Maryland
College Park, Maryland 20742

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This project is designed to develop a comprehensive model for educating autistic children in the public schools. The program is implemented through a model classroom and through a traveling team of teacher trainers. The objectives of the project focus primarily on the development of teacher/public school-relevant strategies for promoting acquisition and maintenance of appropriate behaviors and reduction of inappropriate classroom behaviors. Specific objectives include the development, assessment, and extension of new and existing procedures for: 1) reducing physically disruptive behavior and self-stimulation, 2) motivating autistic children in learning situations, 3) ensuring that classroom gains are generalized and maintained in other settings, and 4) training parents and teachers of autistic children in the use of instructional techniques. The project will also assess different strategies for placing autistic children in the least restrictive classroom environment, focusing on which autistic children will benefit most from which setting, what skills are necessary for placement in each setting, and the effect of placement on other students in the class. Finally, the project will utilize existing functional curriculum programs and models as sources to identify the skills necessary for independent functioning in a variety of environments (regular classrooms, vocational settings, etc.).

POPULATION SERVED: This project serves autistic children, ages 3-8, whose handicap is severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in a special elementary school and in child learning centers in one school district in a suburban setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for parents, teacher aide/intern/assistant, occupational therapist, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Autism Indicator Rating Scale (2)
 - Autism Behavior Checklist (2)
 - Data-Based Management System (3)
-

Contact project

PROJECT TITLE: A MODEL INDIVIDUALIZED PHYSICAL EDUCATION PROGRAM TO APPROPRIATELY SERVE HANDICAPPED YOUTH K-12

PROJECT STAFF:

Administration: Janet A. Wessel, PI; Larry Carmichael, CO

Contact Person: Larry Carmichael, (517) 355-4741

Project Address: 134 IM Circle
Department of HPE
Michigan State University
East Lansing, MI 48824

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The objectives and activities of this project include the development of a model individualized physical education program which will facilitate the infusion of exemplary practices into the physical educational services for preschool through secondary level handicapped youth. A system for individualizing physical education will be implemented, monitored, and evaluated at selected project sites. Major goals for the project include: 1) the establishment of model individualized physical education services in a middle-cities setting which meet the unique needs of mildly to severely handicapped youth; 2) the validation of a system for planning, implementing, and evaluating physical educational services, including student assessment, instructional intervention, individual program plans, staff development, and parent/family participation; and 3) documentation of these efforts and results.

POPULATION SERVED: This project serves learning disabled, mentally retarded, deaf, speech impaired, seriously emotionally disturbed, orthopedically impaired, and multiply handicapped children and youth, ages 3-18. Handicapping conditions are mild to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>
Instruction/Therapy Plan Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Ongoing Evaluation of Progress:	_____	<u>X</u>
Family Training/Counseling/Therapy:	_____	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	_____	<u>X</u>

SERVICE SITES: Services are provided in five regular and special elementary and secondary schools in one school district, in a city/major city setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher aide/intern/assistant, and physical therapist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Criterion-Referenced Assessment
Instrument-Motor Skills
PCAN Program (1)

Commercially available

-
- Student Performance Score Sheet:
Motor Skills (2)
 - Consultant/Self-Monitor Checklist (3)
 - Evaluation Plan (4)

Contact project

PROJECT TITLE: PROJECT RURAL: RURAL UTILIZATION OF RESOURCES
AVAILABLE TO LEAs

PROJECT STAFF:

Administration: James Pezzino, PI; Michael Hagen, CO; Pat Adams

Contact Person: Michael Hagen, (406) 436-2308

Project Address: Tri-County Special Education Cooperative
P O Box 515
Broadus, MT 59317

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: Project RURAL (Rural Utilization of Resources Available to LEAs) is developing an educational service program for handicapped children in rural/remote Montana. The program addresses the problems of providing appropriate instructional services and maintaining adequate professional quality in an extremely rural and professionally deprived geographic area. Program objectives will guide curriculum adjustments to meet rural and Native American needs, and to complete comprehensive personnel preparation within an adjusted organizational context. Data taken on the use of telecommunication and personalized instructional techniques will demonstrate their cost effectiveness and set a model for rural/remote systems. Attention to reducing professional burnout and increasing the utilization of community and regional resources are major aspects of this project.

POPULATION SERVED: This project provides services to mildly handicapped children and youth, ages 3-21, who are learning disabled, mentally retarded, and speech impaired.

SERVICE SITES: Services are provided at 18 regular and secondary schools, and the BIA School, in 17 rural school districts.

PROJECT SERVICES:

Facilitative Services: This project is an administration and an interagency cooperative model. Project staff are also involved in personnel development through a telecommunications network.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: administrative staff, resource specialist, and curriculum specialist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)	Availability
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- Third-Party Evaluation (4)	Contact project
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PROJECT TITLE: COOPERATIVE VOCATIONAL EXPLORATION AND TRAINING PROGRAM FOR THE HANDICAPPED

PROJECT STAFF:

Administration: Polly Feis, PI; Virginia Werbel, CO

Contact Person: Virginia Werbel, (402) 463-2848

Project Address: Educational Service Unit #9
1117 E. South Street
P O Box 2047
Hastings, NE 68901

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The purpose of this program is to provide an effective model for the delivery of appropriate vocational education services to handicapped adolescents in rural Nebraska. The target population includes verified handicapped students (mild to severe), 16 years and older, who are enrolled in special education resource programs served by Educational Service Unit #9, an intermediary service agency.

The program encompasses five major components: 1) student intake: identification, referral, and selection; 2) vocational evaluation and identification of service needs; 3) an Individual Vocational Education Plan (I-VEP); 4) community-based job exploration, training, work adjustment, and placement; and 5) project evaluation and feedback. Component activities and content are designed to facilitate interagency cooperation and agreement between the vocational program, the schools, area vocational service agencies, and community, business, and industry.

POPULATION SERVED: This project serves learning disabled and mentally retarded youth, ages 13-18. Handicapping conditions are mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find	_____	<u> X </u>
Referral to Appropriate Program:	<u> X </u>	_____
Diagnosis/Initial Assessment:	_____	<u> X </u>
IEP Development:	<u> X </u>	<u> X </u>
Direct Instruction/Training:	<u> X </u>	_____
Ongoing Evaluation of Progress:	<u> X </u>	<u> X </u>
Family Training/Counseling/Therapy:	<u> X </u>	_____

Facilitative Services: This program is an interagency cooperation model.

SERVICE SITES: Services are provided in 20 regular secondary schools in 20 school districts and industry sites in rural, small town, and city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, psychologist, administrative staff, clerical/secretarial support staff, and counselor.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

- Talent Assessment Program (2)

Commercially available

-
- Records of Psychological Testing and Verification (1)
 - Informal Student Needs Assessment (1)
 - Student Referral Form and Checklist (1)
 - Student/Parent Intake Interview (1)
 - Intake Conference with School/Special Education Personnel (1)
 - Vocational Competencies Evaluation (2)
 - Student Behavioral Checklists and Rating Scales (2)
 - Agency Psychological Reports (2)
 - Individual Vocational Evaluation Plan (3)
 - Evaluator/Employer Student Trainee Evaluation (3)
 - Student Weekly Training Report (3)
 - Third-Party Evaluation (4)

Contact project

PROJECT TITLE: A MODEL BILINGUAL/BICULTURAL DEMONSTRATION PROGRAM FOR SPANISH-SPEAKING LANGUAGE IMPAIRED CHILDREN

PROJECT STAFF:

Administration: Carmen Ortiz, PI, CO; Ines Rodriguez, CO; Olga Romero

Contact Person: Carmen Ortiz, (212) 663-7200

Project Address: Bank Street College of Education
610 West 112th Street
New York, NY 10025

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This program provides bilingual/bicultural instructional services to Hispanic children diagnosed as language impaired. Instructional services are delivered in a model classroom located in a public elementary school setting in the Bronx. These services include instruction in all academic areas in the child's native language, as well as instruction in the English language. Instructional emphasis is on the development of Spanish and English language proficiency, self-concept, interpersonal relationships, and academic skills.

In addition to the instructional services, the project is developing Spanish curriculum materials in all content areas with an emphasis on integrating the child's cultural background into all curriculum activities, developing and refining assessment and diagnostic procedures for determining a language disorder in a Spanish-speaking child, and developing a parental involvement component for bilingual special education.

POPULATION SERVED: This project serves hard of hearing and speech impaired children, ages 3-8. Handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child Find:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in a special and a regular elementary school in one school district in an inner city setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher/instructional personnel for parents, and teacher aide/intern/assistant.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Key Math Diagnostic Test (2)
 - Wide Range Achievement Test (2)

Commercially available

-
- Picture Identification (2)
 - Language Samples (2, 3)
 - Teacher Observation and Informal Assessment (3)
 - Third-Party Evaluation (4)
 - Auditory Discrimination (2)
 - Articulation Test (2)
 - Examen Diagnostico de Lectura (2)

Contact project

PROJECT TITLE: OREGON RURAL CLINIC SERVICES MODEL FOR SCHOOL AGED HANDICAPPED CHILDREN

PROJECT STAFF:

Administration: Tom Rowland, PI; Darlene K. Westendorf, CO
Contact Person: Darlene K. Westendorf, (503) 838-1220, ext. 322
Project Address: Education Evaluation Center
Oregon College of Education
345 N. Monmouth
Monmouth, OR 97361

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This model is a one-location, one-stop clinic which brings together teacher, parent, child, and appropriate specialists. All are involved in gathering prior information; assessing abilities, skills, and needs; planning; and implementing and monitoring plans. A variety of services (e.g., consulting, evaluating, programming) are available to children, parents, and teachers. Project emphasis is on 1) seeking best solutions and alternative solutions to children's problems and needs as seen by parents and teachers; and 2) seeking feasible solutions which answer immediate questions, and which assist parents, teachers, and children in using their own skills, knowledge, and resources, and local community resources.

POPULATION SERVED: This project serves mildly to moderately handicapped children and youth, ages 6-18, who are learning disabled, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, and multiply handicapped.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u> </u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in a regular higher education facility in a rural, small town setting. School districts statewide are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: educational diagnostician.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)	Availability
<ul style="list-style-type: none"> - Wechsler Intelligence Scale for Children-Revised (2) - Wechsler Preschool and Primary Scale of Intelligence (2) - Stanford-Binet Intelligence Scale (2) - Beery Development Test of Visual-Motor Integration (2) - Brigance Inventory of Early Development, Basic Skills, Essential Skills (2, 3) - Wide Range Achievement Test (2, 3) - Key Math Diagnostic Test (2, 3) - Woodcock Reading Mastery Tests (2, 3) - Woods & Moe Analytical Reading Inventory (2) - Britton Phonics Inventory (2) - Hammel & Larsen Test of Written Spelling (2) - Peabody Picture Vocabulary Test (2) - Test for Auditory Comprehension of Language (2) - Boehm Test of Basic Concepts (2) 	Commercially available
<ul style="list-style-type: none"> - Writing Sample Analysis (2) - Following Written Directions (2) - Teacher/Parent Perception Rating (4) 	Contact project

PROJECT TITLE: MODEL PROGRAM FOR EXCEPTIONAL CHILDREN IN URBAN ELEMENTARY SCHOOLS

PROJECT STAFF:

Administration: Naomi Zigmond, PI; George Maitland, PI; Jan Sansone, CO

Contact Person: Naomi Zigmond, (412) 624-5164

Project Address: Special Education Program
School of Education
University of Pittsburgh
Pittsburgh, PA 15260

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: A model program is being implemented to serve educable mentally retarded, socially and emotionally disturbed, and learning disabled students in urban elementary schools in the city of Pittsburgh. The primary goals of this program are: 1) to develop a continuum of educational environments for exceptional youngsters at a building level; 2) to implement these services to exceptional youngsters in a generic, multicategorical manner with class placements and teacher assignments determined by instructional needs rather than categorical label; 3) to assure that each child has appropriate access to the social, recreational, and instructional environment of the mainstream; 4) to identify more efficient and effective organizational patterns for delivering special education services in a building; and 4) to evaluate the impact of such a service delivery system on the social and academic progress of the youngsters involved and to evaluate the efficacy and acceptance of such a model.

POPULATION SERVED: This project serves learning disabled, mentally retarded, and seriously emotionally disturbed children and youth, ages 3-12. Handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	_____	<u>X</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	_____	<u>X</u>
Instruction/Therapy Plan Development:	_____	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Direct Therapy:	_____	<u>X</u>
Ongoing Evaluation of Progress:	_____	<u>X</u>

Family Training/Counseling/Therapy: _____

X

Related Services (adaptive PE,
leisure skills, e.g.): _____

X

Facilitative Services: This project is an administrative model.

SERVICE SITES: Services are provided in three regular elementary schools in one school district in inner city and major city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, psychologist, and administrative staff.

EVALUATION INSTRUMENT PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- 1 = Initial screening/child-find
2 = Initial diagnosis/assessment

- 3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Ginn Placement Tests (2)
- Heath Math Mastery Tests and/or
Unit Tests (2)

Commercially available

-
- Classroom Observations (4)
- Walker/Rankin SBS Inventory of Teacher
Social Behavior Standards and
Expectations (4)
- Teacher Interviews (4)

Contact project

PROJECT TITLE: MODEL MULTIDISCIPLINARY CURRICULUM DEVELOPMENT IN CAREER EDUCATION FOR HIGH SCHOOL HANDICAPPED STUDENTS: FIELD-BASED DEVELOPMENT

PROJECT STAFF:

Administration: Martis Jones Okpalobi, PI, CO

Contact Person: Martis Jones Okpalobi, (214) 522-8220

Project Address: Curriculum Development
3801 Herschel Ave.
Dallas, TX 75219

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The DISD administrative units cooperatively involved in project operation include a multidisciplinary team of special educators, career educators, curriculum developers, the principal and other personnel of the Multiple Careers Magnet Center (MC)², and university consultants. The (MC)² is a magnet high school which draws students districtwide in grades 9-12. The (MC)² cooperates with the business and professional communities as it strives to serve handicapped students. The (MC)² currently serves approximately 120 handicapped students. Students are assessed and/or identified for enrollment at (MC)² based on state vocational and special education guidelines and eligibility criteria including student interest and aptitude in one of six career education programs.

The project involves testing and validating a model curriculum development process. Major objectives include 1) systematically validating the curriculum process model to make it transferable and adaptable to other curriculum development situations and handicapping conditions, 2) significantly affecting student performance in specific job skills, and 3) facilitating the preparation of IEPs through the curriculum.

POPULATION SERVED: This project serves learning disabled, mentally retarded, deaf, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, and multiply handicapped youth, ages 14-21. Handicapping conditions are mild to moderate.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	X	_____
Referral to Appropriate Program:	X	_____
Diagnosis/Initial Assessment:	X	_____
IEP Development:	X	_____
Instruction/Therapy Plan Development:	X	_____
Direct Instruction/Training:	X	_____

Direct Therapy:

X

Ongoing Evaluation of Progress:

X

Family Training/Counseling/Therapy:

X

X

**Related Services (adaptive PE,
leisure skills, e.g.):**

X

Facilitative Services: This project provides a field-based curriculum development model.

SERVICE SITES: Services are provided in three special secondary and special vocational schools in one school district, in inner city, major city and city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff (curriculum writer), administrative staff, and media specialist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Third-Party Evaluation (4)
- LEA-Developed Evaluations (4)

Contact project

PROJECT TITLE: PROJECT EBCET: EXPERIENCE-BASED CAREER EDUCATION TOGETHER

PROJECT STAFF:

Administration: Drew Peterson, PI; Rickie McCandless, CO

Contact Person: Rickie McCandless, (801) 484-8734

Project Address: 640 Milton Avenue
Salt Lake City, UT 84105

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: EBCET is a modification of the Farwest EBCE (Experience-Based Career Education) Labs for secondary handicapped students. Students are assessed in 10 areas. From this assessment, decisions on phase placement, curriculum adaptations and modifications, resource recruitment processes, scheduling, project plans, and resource site placement are made by the IEP Committee.

Each of the five high school programs in the Salt Lake City School District will demonstrate the objectives and procedures of EBCET, while exhibiting variations dependent upon the needs of their handicapped students. The project serves youth with six different handicapping conditions within the mild to severe ranges. EBCET students receive academic credit to be applied toward high school graduation. The primary purpose of the program is to help students develop survival skills which will enable them to participate more fully in the adult world after leaving school. Students who have such skills are seen as self-reliant and capable of interacting with adults as equals, of making realistic and satisfying career choices, and of learning independently.

POPULATION SERVED: This project serves learning disabled, mentally retarded, hard of hearing, deaf, speech impaired, and seriously emotionally disturbed youth, ages 14-18. Handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	
Ongoing Evaluation of Progress:	<u>X</u>	
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	

SERVICE SITES: Services are provided in regular and alternative secondary schools in a major city setting. Five schools in one school district are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Wechsler Intelligence Scale for Children-Revised (2)
 - Woodcock-Johnson Psychoeducational Battery (2)
 - Detroit Test of Learning Disabilities (2)
 - Career Maturity Inventory (2)
 - Picture Inventory Exploration Systems (2)
 - Program for Assessing Youth Employment Skills (2)
 - Discrepancy Evaluation Model (4)

Commercially available

-
- School Records (1)
 - Teacher Referral (1)
 - Adaptive Surveys (2, 3)
 - Pre-Post Assessment EBCET Resource Site Monitoring Forms (3)

Contact project

PROJECT TITLE: A COMMUNITY-BASED INSTRUCTIONAL MODEL FOR SEVERELY/PROFOUNDLY HANDICAPPED CHILDREN AND YOUTH

PROJECT STAFF:

Administration: Adelle Renzaglia, PI, CO
Contact Person: Adelle Renzaglia, (804) 924-7461
Project Address: University of Virginia
School of Education
152 Ruffner Hall
405 Emmet Street
Charlottesville, Virginia 22903

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This project is developing and implementing a community-based educational program for two classes of severely/profoundly handicapped students, one at the primary and one at the secondary level. Both classes are housed in integrated public schools with age-appropriate nonhandicapped peers. The objectives of this program include the development and evaluation of: community-based domestic/home living, leisure/recreation, community mobility (use of community resources), and vocational/prevocational curricula. The development, implementation, and evaluation of community leisure/recreation programs will be in community settings and will allow integration with nonhandicapped peers. For vocational training, the project staff will access a number of settings, including the Vocational-Technical Center (where the county's nonhandicapped high school students receive training), the community sheltered workshop, and numerous competitive sites. Community mobility and use of community resources will be taught within the community whenever possible, and domestic training will be provided in a community domestic site. Teaching techniques and strategies for providing instruction in community settings across curricular domains are also being developed and evaluated.

POPULATION SERVED: This project serves mentally retarded, hard of hearing, speech impaired, visually handicapped, orthopedically impaired, other health impaired, and multiply handicapped children and youth, ages 7-21. Handicapping conditions are severe to profound.

SERVICE SITES: Services are provided in one regular elementary, one regular secondary, and one regular vocational school in city and rural settings. One school district is involved.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	_____
Referral to Appropriate Program:	<u>X</u>	_____
Diagnosis/Initial Assessment:	<u>X</u>	_____

IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children and teacher aide/intern/assistant.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetical number following the title of each instrument/procedure indicates the following code/for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)	Availability
- AAMD Adaptive Behavior Scales (2)	Commercially available

- Third-Party Evaluation (4)	Contact project
- Task Analytic Assessment (2)	
- Observational Assessment (2, 3)	
- Task Analytic Probes (3)	
- Single Subject Experimental Designs (4)	
- Surveys of Impact (4)	
- Attitude Assessment (4)	

PROJECT TITLE: SINGLE PORTAL INTAKE PROJECT

PROJECT STAFF:

Administration: Eugene Edgar, PI; Joseph Jenkins, PI; Mary Maddox, CO

Contact Person: Mary Maddox, (206) 543-4011

Project Address: Experimental Education Unit WJ-10
College of Education
University of Washington
Seattle, WA 98195

PROGRAM TYPE: HCMP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The Single Portal Intake Project is developing a model system for the development of agreements between Local Education Agencies (LEAs) and state/local human service providers in order to facilitate student access to needed services not generally available through the public schools (e.g., medical assessment and diagnosis, adaptive equipment). An analysis of the service mandates and regulatory restrictions of major federal agencies providing services to handicapped children and their translation into state and local programs will be conducted. The intent of this analysis will be to: 1) identify nonpublic school providers of related services required under PL 94-142, 2) determine how these services can be utilized by LEAs in the fulfillment of their required duties under PL 94-142, and 3) develop and implement model interagency agreements which will facilitate the use of these related services. While the initial phase of this project will be based at the Experimental Education Unit (EEU), Child Development and Mental Retardation Center, of the University of Washington, the major thrust will take place in local school districts throughout the state of Washington. The EEU will provide a setting for initial implementation based on the developed procedures. Later, implementation outside the model setting will be conducted and evaluated in participating LEAs. It is anticipated that at the completion of the project there will be: 1) a body of information detailing the service mandates, regulatory constraints, and state/local administration of federal programs providing services to the handicapped, 2) a series of model agreements between LEAs and local human service agencies, and 3) a process for developing, administering, and evaluating interagency agreements. The outcome of the project will be improved student and LEA access to related services.

POPULATION SERVED: This project seeks to provide improved services for all handicapped children. Those children currently involved in the program are learning disabled, mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, and multiply handicapped, ages 3-18. Handicapping conditions are mild to severe.

PROJECT SERVICES:

Facilitative Services: This project is an interagency cooperation model.

SERVICE SITES: This project operates in a special elementary school in a university setting. Children are drawn from four schools in three districts, in inner city, suburban, major city, city, small town, and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: project assistants.

Special Needs Programs

PROJECT TITLE: STRATEGIES FOR DEVELOPING AGE-APPROPRIATE CURRICULAR CONTENT AND PUBLIC SCHOOL SERVICE DELIVERY MODELS DESIGNED TO PREPARE A WIDE RANGE OF SECONDARY AGED SEVERELY HANDICAPPED STUDENTS TO FUNCTION AS INDEPENDENTLY AND AS PRODUCTIVELY AS POSSIBLE IN POSTSCHOOL COMMUNITY, VOCATIONAL, DOMESTIC, AND RECREATIONAL ENVIRONMENTS

PROJECT STAFF:

Administration: Lou Brown, PI; Lee Gruenewald, PI; Jack Schroeder, CO; Ruth Loomis, CO

Contact Person: Lou Brown, (608) 262-2722

Project Address: University of Wisconsin
427 Education Bldg
Madison, WI 53706

PROGRAM TYPE: SNP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: This project is primarily concerned with demonstrating, verifying, and disseminating: 1) strategies that can be used to develop age-appropriate curricular content and public school service delivery models that prepare a wide range of severely handicapped students to function as independently and as productively as possible in postschool community, vocational, domestic, and recreational environments; 2) a follow-up ecological inventory strategy to secure evaluative information pertaining to the effects of a public school educational program on the subsequent vocational, domestic, and recreational functioning of severely handicapped graduates and to contribute to the development of age-appropriate educational curricula for secondary aged severely handicapped students; and 3) curricular strategies for developing longitudinal interactions among secondary aged severely handicapped, less handicapped or nonhandicapped students, and other citizens in school and nonschool settings.

POPULATION SERVED: This project serves mentally retarded, deaf-blind, seriously emotionally disturbed, autistic, and multiply handicapped youth, ages 13-21. Handicapping conditions are moderate to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	_____	<u>X</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>

X

X

X X

X

X

X

X

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff, administrative staff, and clerical/secretarial support staff.

PROJECT TITLE: BAY AREA SEVERELY HANDICAPPED/DEAF-BLIND PROJECT

PROJECT STAFF:

Administration: Wayne Sailor, PI; Lori Goetz, CO

Contact Persons: Wayne Sailor, Lori Goetz, (415) 641-1573

Project Address: Sunshine School
2730 Bryant St.
San Francisco, CA 94110

PROGRAM TYPE: SNP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: A model educational program for deaf-blind children, ages 5-12, who are also severely/profoundly multihandicapped is underway. The project operates a classroom for six to eight severely handicapped students in a public school classroom in San Francisco County. The objectives of the program include the development of assessment systems to provide measures of functional visual and auditory efficiency. The results of applications of these assessment systems are used to modify and reformulate project student IEPs which contain compensatory as well as remedial instructional objectives and teaching strategies for both visual and auditory impairment. The program is committed to a nonsegregated service delivery model for deaf-blind children and returns referred students to their original (severely multihandicapped) classrooms following IEP reformulations (about six months) and a two-week intensive inservice training program provided to the child's original teacher.

POPULATION SERVED: This project provides services to mentally retarded, deaf, visually handicapped, deaf-blind, and multiply handicapped children, ages 3-11. Handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation:	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in a special elementary school which serves three school districts in inner city, city, and major city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, and program developer.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Michigan Deaf-Blind Scale (2)
 - Bay Area Severely Handicapped/Deaf-Blind Assessment Manuals (1, 2)
 - Classroom Performance Data (3)
-

Contact project

PROJECT TITLE: HO'ONANEA: THE SEVERELY HANDICAPPED YOUTH LEISURE TIME TRAINING PROJECT

PROJECT STAFF:

Administration: James Apffel, PI; Luanna Voeltz, PI; Bonnie Biel Wuerch, PD

Contact Person: Bonnie Biel Wuerch, (808) 948-7778

Project Address: University of Hawaii
Special Education
1776 University Avenue, UA4-5/6
Honolulu, Hawaii 96822

PROGRAM TYPE: SNP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: Ho'onanea is a Hawaiian word meaning to be engaged in something pleasurable. It is also the name of a project to develop a leisure time skills curriculum for severely handicapped adolescents. This project considers the self-fulfillment rights and constructive utilization of leisure time to be legitimate educational services toward the normalization of adult life for the severely handicapped person. The project has two primary goals: 1) development of necessary skill levels by severely handicapped youth on selected leisure time activities which are both developmentally and age-appropriate and generalizable to natural (school, home, and community) environments; 2) demonstration (after training) of self-initiated play behaviors at each skill level with minimal supervision. These goals require the identification of self-reinforcing, age-appropriate materials and activities, as well as the development and validation of task analyzed skill sequences and a training process to facilitate self-initiation, generalization, and maintenance.

Activities included are, for the most part, isolate and/or dyadic play activities which require neither organization by a caregiver, transportation, or ongoing expenses. Such factors can seriously limit opportunities for self-initiation and generalizability of leisure activities in actual community settings. Ho'onanea activities also include the development of a home training/involvement component to enhance generalization and maintenance of leisure behaviors.

POPULATION SERVED: This project provides services to mentally retarded, autistic, and multiply handicapped youth, ages 13-19. Handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>

Family Training/Counseling/Therapy:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

X

Facilitative Services: This project provides inservice training to teachers statewide.

SERVICE SITES: Services are provided in regular elementary and secondary schools, students' residences, and group homes in one school district. The project serves suburban, city, and major city areas.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for parents, clerical/secretarial support staff, curriculum support staff, and graduate assistants.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- AAMD Adaptive Behavior Scale (1, 4)
- Topeka Association for Retarded Citizens Assessment Inventory (1, 4)

Commercially available

-
- Ho'onanea Interest Inventory (2, 4)
 - Ho'onanea Task Analyzed Skill Sequences (2, 3, 4)
 - Measures of Child Activity Preference, Self-Initiation, Duration of Play, and Inappropriate/Appropriate Play Behaviors in a Generalization Setting (3, 4)
 - Ho'onanea Leisure Time in the Home Parent Survey (4)

Contact project

PROJECT TITLE: ENGINEERING PROCESS-ORIENTED PROGRAMMING FOR SEVERELY HANDICAPPED ADOLESCENTS

PROJECT STAFF:

Administration: James E. McLean, PI; Lee K. McLean, CO

Contact Person: James E. McLean, (316) 421-6550

Project Address: University of Kansas
Bureau of Child Research
Parsons, KS 67357

PROGRAM TYPE: SNP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: This project serves severely/profoundly handicapped, nonverbal adolescents. Many of these youngsters are further characterized by concomitant severe behavior disorders. Most programs and curricula currently available for this population target the development of a repertoire of highly specific "adaptive behaviors" and "prevocational" response classes. The premise of this project is that such programming must be supplemented by an awareness of the more generic interactive and processing skills which are not only essential to the student's ability to acquire new response repertoires, but also seem to be critical to any potential for a normalized "quality of life" for these individuals. These generic skill areas include motor, social interactive, and environmental information processing skills; and these are seen to culminate in the most generic skill area of all — namely, communication.

The goal of this model project, then, has been to develop an interactive, communication-oriented program characterized by the following features: 1) a two-dimensional curriculum, representing both generic skills and specific age-appropriate response development targets; 2) in-depth assessment procedures for identifying generic skill deficits associated with specific response deficits; 3) interactive training procedures utilizing small group training formats and in situ teaching in semistructured activity periods; 4) an engineered learning environment, consisting of activity zones, staff-student interaction policies, and specially created age-appropriate curriculum materials, all designed to evoke and reinforce targeted skills and responses; and 5) direct liaison between the school program and a primary-caregiver in each student's living environment to promote environmental relevance and carryover of target behaviors.

POPULATION SERVED: This project provides services to mentally retarded, speech impaired, autistic, and multiply handicapped youth, ages 13-18, whose handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____
Instruction/Therapy Plan Development:	<u>X</u>	_____

Direct Instruction/Training:

X

Direct Therapy:

X

Ongoing Evaluation of Progress:

X

Related Services (adaptive PE, leisure skills, e.g.):

X

SERVICE SITES: Services are provided in a special secondary school and a residential facility in a rural area.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher aide/intern/assistant, and evaluator.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-

3 = Ongoing child evaluation/monitoring

2 = Initial diagnosis/assessment

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Ordinal Scales of Infant Development (3, 4)
 - Callier-Azusa Adaptive Behavior Scales (4)
 - Topeka Association for Retarded Citizens Adaptive Behavior Checklist (1, 3)

Commercially available

-
- Bates's Communication Skills Questionnaire (3, 4)
 - Social Behaviors Protocol (4)
 - Generic Skills Assessment Instrument (3, 4)

Contact project

PROJECT TITLE: VOCATIONAL HABILITATION FOR SEVERELY HANDICAPPED YOUTH PROJECT

PROJECT STAFF:

Administration: Sandra Alper, PI: Lucy Choisser, CO

Contact Person: Sandra Alper, (314) 882-3741

Project Address: Department of Special Education
University of Missouri-Columbia.
515 South 6th Street
Columbia, MO 65211

PROGRAM TYPE: SNP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The Vocational Habilitation for Severely Handicapped Youth Project is a cooperative effort between the Department of Special Education, University of Missouri-Columbia, and Woodhaven School. The major focus of this project has been to develop a model of service delivery through which community-based vocational habilitation services are provided to severely handicapped youth. Services provided include vocational assessment, training, and placement based on the requisite skills of natural settings. Staff needs relative to the transition from institutional to community-based programming are also addressed.

POPULATION SERVED: This project provides services to mentally retarded, hard of hearing, seriously emotionally disturbed, and multiply handicapped youth, ages 15-21. Handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	_____	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	_____	<u>X</u>

SERVICE SITES: Services are provided in a special vocational school, a residential facility, students' residences, and community sites in one school district. These facilities are located in rural and small town settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, clerical/secretarial support staff, and vocational facilitator.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Vocational Skills Assessment Format (2)
 - Job-Related Skills Assessment Format (2)
 - Client Progress Record (3)
 - Employers/Co-workers' Evaluation of Client (3)
 - Staff Competency Evaluation Form (3)
 - Third-Party Evaluation (4)
-

Contact project

PROJECT TITLE: ASSESSING AND DEVELOPING THE COMMUNICATION ABILITIES OF DEAF-BLIND CHILDREN

PROJECT STAFF:

Administration: Dr. Jerome D. Schein, PI; Linda Kates, CO

Contact Person: Dr. Jerome D. Schein, (212) 598-2305

Project Address: Deafness Research & Training Center
80 Washington Square East
New York, NY 10003

PROGRAM TYPE: SNP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The goal of this project is to specify a series of assessment methods and instructional strategies regarding the most effective procedures to stimulate and improve the communication abilities of deaf-blind children, ages 5-12 years. The project encompasses several components: 1) indepth assessment of the population to determine deficits, strengths, and learning modalities which can be useful in the development of communication; 2) selection and modification of teaching processes through which communication skills may be taught; 3) content vehicles for the specific development of communication skills; and 4) dissemination models.

POPULATION SERVED: This project provides services to deaf-blind children and youth, ages 5-13. Handicapping conditions are mild to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
IEP Development:	_____	<u> X </u>
Instruction/Therapy Plan Development:	_____	<u> X </u>
Ongoing Evaluation of Progress:	<u> X </u>	<u> X </u>

SERVICE SITES: Services are provided in special elementary schools, residential facilities and other special centers in rural, small town, suburban, inner city, city, and major city settings. Ten schools/facilities are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide, assessment specialist, and curriculum specialist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Behavior Rating Instrument for Autistic and Other Atypical Children (Deaf-Blind Edition) (2, 3, 4)
 - Wolf Inventory of Psycholinguistic Progress (2, 3, 4)
-

Contact project

PROJECT TITLE: PROJECT VOC: THE VOCATIONAL OPPORTUNITIES
COOPERATIVE A MODEL PROJECT FOR SEVERELY
HANDICAPPED YOUTH

PROJECT STAFF:

Administration: G. Thomas Bellamy, PI; Heidi E. Rose, CO; Darla J. Wilson

Contact Person: Heidi E. Rose, (503) 686-5311

Project Address: Project VOC
Specialized Training Program
University of Oregon
1590 Willamette
Eugene, OR. 97401

PROGRAM TYPE: SNP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The Vocational Opportunities Cooperative (Project VOC) focuses on vocational preparation which is relevant to potential future employment in community settings. To provide innovative vocational preparation in secondary classrooms for severely handicapped students in Eugene and Springfield, Oregon, the project has identified three aspects of vocational instruction: 1) development of a vocational skills curriculum; 2) provision of instructional support for vocational teaching of all project youth; and 3) assistance in revision of an assessment instrument, the Student Progress Record, which is used statewide in programs for the severely handicapped.

Project VOC influence on services for severely handicapped youth includes: 1) a generalized skills vocational curriculum which is coordinated with packaged instructional materials for classroom use; 2) extensive use of single-subject research procedures in evaluation of instructional methodology to increase the quality of programming and professional awareness of effective procedures; and 3) revision of the Student Progress Record for classrooms of severely handicapped students in Oregon.

POPULATION SERVED: This project provides services to mentally retarded and multiply handicapped youth, ages 13-21. Handicapping conditions are moderate to profound.

PROJECT SERVICES: Project services include: participation in the field testing of curriculum materials, work experience placement of a small number of students, and consultations with their respective teachers on vocational objectives.

Facilitative Services: This project is a model for the development of instructional programs.

SERVICE SITES: Services are provided in regular secondary schools in four school districts in small town and city settings.

REQUISITE PERSONNEL: As this project is involved in program development, no staff are required to run the program at another site.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Management by Objectives (4)
 - Advisory Committee Monitoring (4)
 - Field Test of Project Developed Materials (4)
-

Contact project

PROJECT TITLE: MODEL PROJECT FOR DEAF-BLIND YOUTH

PROJECT STAFF:

Administration: Dave Templeman, PI; H.D. Bud Fredericks, CO; Linda Makohon, CO

Contact Person: Dave Templeman, (503) 838-1220

Project Address: Teaching Research
Todd Hall
Monmouth, OR 97361

PROGRAM TYPE: SNP

FUNDING YEAR: 3rd

PROJECT ABSTRACT: The intent of this project is threefold. First, it attempts to demonstrate that deaf-blind youth can be educated in classrooms which are not solely set up for the education of deaf-blind children. Since demonstrating this fact is only half the task, the project has designed an inservice training approach for training teachers in this model of educating severely handicapped/deaf-blind youth. The Parent Training Clinic serves as a programming resource to the parents (natural or foster), classroom teachers, and group home staff. Clinic staff provide programming and training in remediation of inappropriate behaviors, in either the home or school environment, in addition to skill development programs. They may also serve as a resource to assist in the coordination of a consistent programming effort between home and school. Secondly, this project is designing and field testing an upper level curriculum specifically designed to work with deaf-blind youth. Thirdly, this project speaks directly to a major area of concern in the education of deaf-blind youth -- prevocational training. This training area can be considered as a major step for all deaf-blind youth towards the development of their potential and eventual independent living.

POPULATION SERVED: This project provides services to deaf-blind youth, ages 13-21, whose handicapping conditions range from mild to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Direct Instruction/Training:	_____	<u>X</u>
Family Training/Counseling/Therapy:	_____	<u>X</u>

SERVICE SITES: Services are provided in regular elementary and secondary schools, special elementary schools, special vocational schools, residential facilities, and students' residences in seven school districts. The 14 schools/facilities are located in rural, small town, suburban, city, and major city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, and teacher/instructional personnel for parents.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find

2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring

4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Student Progress Record (2)

- Teaching Research Curriculum (2)

Commercially available

- Teaching Research Individual and Group
Data Collection Forms (3)

Contact project

PROJECT TITLE: INNOVATIVE VOCATIONAL MODEL FOR DEAF-BLIND YOUTH

PROJECT STAFF:

Administration: Terry Graham, PI; Susan Descarage, CO

Contact Person: Terry Graham, (205) 362-1500

Project Address: Alabama Institute for Deaf and Blind
Helen Keller School of Alabama
PO Box 698
Talladega, AL 35160

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The Helen Keller School of Alabama has identified 31 students, ages 13-21, from seven states (Alabama, Mississippi, Florida, Kentucky, Tennessee, Louisiana, and Virginia) as needing more extensive educational services than those currently provided. Transition from a traditional (academic) school program to a life-long program requires adequate preparation and planning. After an initial prevocational and living assessment, an individualized educational plan (IEP) and a life-long plan (LLP) are developed for each student; the student subsequently is assigned to parallel sequential living and work tracks. Instruction will center on the development of skills in work, communication, mobility, behavior, and related areas. The middle-to-low functioning deaf-blind receive prevocational training in the area of work adjustment. The work adjustment center will consist of 40 modules, each designed to teach a specific skill. The modules will be developmental in nature, will range from simple to complex at each level, and each skill will be task analyzed. Work experience with pay will be provided both on and off campus. Development of daily living skills will be facilitated utilizing an independent living practice house and group home on school grounds. Follow-up studies will be conducted on students completing the proposed program as well as on students who have left the Helen Keller School since its inception in 1955.

POPULATION SERVED: This project provides services to deaf-blind youth, ages 13-21, whose handicapping conditions are mild to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____
Direct Instruction/Training:	<u>X</u>	_____
Ongoing Evaluation of Progress:	<u>X</u>	_____
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	_____

SERVICE SITES: Services are provided in residential elementary, secondary, and vocational schools in rural, small town and city settings. This project serves deaf-blind students from the entire state of Alabama, as well as students from Louisiana, Mississippi, Kentucky, Tennessee, Florida, and Virginia.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, administrative staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Balthazar Scales of Adaptive Behavior, I and II (2, 3)
 - Cain-Levine Social Competency Scale (2, 3)
 - AAMD Adaptive Behavior Scales (2, 3)
 - Purdue Pegboard (2, 3)
 - Minnesota Rate of Manipulation Tests (2, 3)
 - Pennsylvania Bi-Manual Worksample (2, 3)
 - Bennett Hand-Tool Dexterity Test (2, 3)
 - Brigance Inventory of Essential Skills (2, 3)
 - Pre-Vocational Assessment and Curriculum Guide (2, 3)

Commercially available

-
- Third-Party Evaluation (4)

Contact project

PROJECT TITLE: PROJECT SAIL: SYSTEMS ADAPTATION FOR INTEGRATED LIVING

PROJECT STAFF:

Administration: George H.S. Singer, PI; Ben Mason, CO; Hap Stemm, CO

Contact Person: George Singer, (916) 926-3605

Project Address: 300 E. Jessie St.
Mt. Shasta, CA 96067

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: Project SAIL is developing a model residential training home for severely handicapped children who have been residents of a state hospital or who are likely to be institutionalized. The training facility will provide intensive behavioral-remedial instruction in critical areas which have caused children to fail in community placement. It is a one-to-three-year flow-through program. Staff will train follow-up care providers. School and home programming will be coordinated. Social integration of the children will be structured in the school and the community. Staff also provide inservice training to care providers in the region. The project will develop a manual for policies and procedures, staff training, behavior management, outreach work, follow-up, and school integration.

POPULATION SERVED: This project provides services to mentally retarded, orthopedically impaired, and multiply handicapped children and youth; ages 8-21, whose handicapping conditions are severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u> </u>	<u>X</u>

Facilitative Services: This project is a model residential training home.

SERVICE SITES: Services are provided in a special elementary school, a residential facility, and students' residences in a rural setting. Three schools/facilities in two school districts are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, administrative staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Uniform Performance Assessment System (2, 3)
 - Behavior Development Survey (2, 3)

Commercially available

-
- State of California Client Development Evaluation Report (2, 3)
 - Behavioral Observation of Affect (2, 3)
 - Third-Party Evaluation (4)

Contact project

PROJECT TITLE: INTEGRATED EDUCATIONAL SERVICE DELIVERY MODEL FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH

PROJECT STAFF:

Administration: Wayne Sailor, PI; Chesca Piuma, CO

Contact Person: Chesca Piuma, (415) 469-1306

Project Address: Department of Special Education
Room 104
University of San Francisco
1600 Holloway St.
San Francisco, CA 94132

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The project operates in conjunction with the San Francisco Unified School District. This plan involves simultaneously integrating both severely and mildly handicapped children and youth into chronological age-appropriate regular education settings. Major innovative components of the project include development and implementation of: 1) a social interaction curriculum for severely handicapped students; 2) inservice materials and procedures for all personnel at integrated sites; 3) specific methods for facilitating interactions between handicapped and nonhandicapped students; 4) a measurement system for social interactions between handicapped and nonhandicapped youth; and 5) a parent training component designed to foster generalization of social skills learned by severely handicapped students. Integrated sites will rotate through three phases of participation (pre-integration, intensive integration inservice, follow-up consultation and measurement) with the project.

POPULATION SERVED: This project currently serves deaf-blind children, ages 3-6, whose handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

<u>Services for Children/Youth:</u>	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>

Family Training/Counseling/Therapy:

X

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

X

SERVICE SITES: Services are provided in two regular elementary schools in one school district in major city and inner city settings.

REQUISITE PERSONNEL: No staff are required to operate this program at another site.

PROJECT TITLE: PROMOTING THE INTEGRATION OF SEVERELY HANDICAPPED CHILDREN INTO SCHOOL/COMMUNITY SOCIAL SYSTEMS

PROJECT STAFF:

Administration: Luana Voeltz, PI, PD; Norma Jean Hemphill, PD

Contact Person: Norma Jean Hemphill, (808) 948-7778

Project Address: Hawaii Integration Project
Department of Special Education
University of Hawaii
1776 University Avenue, UA1
Honolulu, HI 96822

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The major goals of the project are to: 1) promote the development of necessary and beneficial social interactive skill levels and behaviors in severely handicapped children to facilitate their acceptance by and adjustment to integrated community settings; 2) develop effective methods of training (including inservice) to prepare general education teaching staff, nonhandicapped students, administrative and state agency staff, parents of handicapped and nonhandicapped, and other community constituents to adjust successfully to the inclusion of severely handicapped children and youth into community settings; and 3) describe and develop those parameters of realistic and mutually beneficial and rewarding peer interaction patterns between severely handicapped and nonhandicapped children and youth which can endure and generalize to other appropriate situations beyond the intervention settings.

POPULATION SERVED: This project provides services to mentally retarded, deaf-blind, autistic, and multiply handicapped children and youth, ages 3-21. Handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	_____	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	_____
Family Training/Counseling/Therapy:	<u>X</u>	_____
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in six regular elementary and secondary schools in three school districts. These schools are located in rural, small town, suburban, city, and major city settings.

REQUISITE PERSONNEL: No staff are required to operate this program at another site.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Topeka Association for Retarded Citizens Assessment Inventory (2)
 - Callier-Azusa Scale (2)

Commercially available

-
- Social Interaction Observation System (3, 4)
 - Environmental Index (4)
 - Acceptance Scale (3, 4)
 - Social Interaction Skill Sequences (2, 3)

Contact project

**PROJECT TITLE: THE CHICAGO INSTITUTIONALIZATION PREVENTION PROJECT
FOR SEVERELY HANDICAPPED CHILDREN**

PROJECT STAFF:

Administration: Judith Sewell Wright, PI, CO; Arnold J. Sameroff, PI

Contact Person: Judith Sewell Wright, (312) 996-1563

Project Address: Institute for the Study of
Developmental Disabilities
University of Illinois at Chicago Circle
1640 West Roosevelt Road
Chicago, IL 60608

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This project focuses on the critical problem of preventing the institutionalization of severely handicapped children. The project is composed of three components, each designed to ameliorate the factors which have been shown to lead to institutionalization: 1) a child component, 2) a family component, and 3) a community component. The purpose of the child component is to lessen the negative impact of the child's handicap on the family, decrease the caretaking demand, and improve the parent's caretaking skills through an educational intervention. The family component is designed to foster acceptance of the handicapped child by the family and increase the behavioral capacity of the family to deal with the child at home. The community component will increase the availability of alternative caretaking services by training community caretakers. Increasing the community's awareness of severely handicapped persons is another major objective of the community component. An interagency approach is utilized to accomplish the project goals.

POPULATION SERVED: This project serves severely to profoundly multiply handicapped and mentally retarded children, ages birth-3.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>/ Trained By Staff</u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Direct Therapy:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>

Family Training/Counseling/Therapy:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

SERVICE SITES: Ten non-school special centers are involved, in inner city, major city, and suburban settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, occupational therapist, physical therapist, speech/language/communication specialist, administrative staff, clerical/secretarial support staff, social worker, and evaluator.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Bayley Scale of Infant Development (3)
- Uzgiris-Hunt Ordinal Scale (3)

Commercially available

-
- Individualized Intervention Plan (3, 4)
 - Interaction Observation (3: child and parent)
 - Malaise Scale (4: parent)
 - Acceptance Scale (4: parent)
 - Concepts of Development (4: parent)
 - Support System Scale (4: parent)
 - Child Problem and Benefit Survey (3, 4)

Contact project

PROJECT TITLE: IMPLEMENTATION OF QUALITY EDUCATIONAL SERVICE SYSTEMS FOR SEVERELY/PROFOUNDLY HANDICAPPED CHILDREN AND YOUTH: RURAL

PROJECT STAFF:

Administration: Sharon Freagon, PI; David Costello, CO

Contact Person: Sharon Freagon, (815) 753-0656

Project Address: Northern Illinois University
Department of Special Education
Graham Hall, Room 143
DeKalb, IL 60115

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The goal of the project is to develop and implement quality educational services for severely handicapped students in rural DeKalb County, Illinois, relating to their ultimate functioning needs that will generate new levels of expectation across social, educational, vocational, and domestic environments. In order to accomplish this, the approximately 74 severely handicapped students in DCSEA who are currently served in a relatively new, segregated, self-contained facility just outside of the town of DeKalb will be integrated into age-appropriate, regular public schools.

POPULATION SERVED: This project serves mentally retarded, deaf, visually handicapped, deaf-blind, autistic, and multiply handicapped children and youth, ages 6-21. Handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Direct Therapy:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided in a regular elementary school, a regular secondary school, and a special secondary school, as well as community sites. Ten school districts in small town and rural settings are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher aide/intern/assistant, occupational therapist, physical therapist, psychologist, speech/language/communication specialist, administrative staff, clerical/secretarial support staff, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Student Skill Profile Across
Community Environments (2, 3, 4)
 - Consumer Satisfaction Questionnaire (4)
-

Contact project

PROJECT TITLE: INNOVATIVE VOCATIONAL MODEL FOR DEAF-BLIND YOUTH

PROJECT STAFF:

Administration: Charles Woodcock, PI; Michael Collins, PI; Joan Howard, PI; Barbara Smith, CO

Contact Person: Michael Collins, Barbara Smith, (617) 924-3434

Project Address: Perkins School for the Blind
175 North Beacon St.
Watertown, MA 02172

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The goal of this project is to generate new levels of vocational expectation for deaf-blind youth and expand their social and vocational opportunities. The project is developing a vocational curriculum and methodology to accommodate the individual needs of deaf-blind youth. The focus is on the assessment of skills, abilities, and work habits of the individual students, the channeling of this information into vocational goals, and the development of training programs to meet these goals. Training includes an on-campus component as well as off-campus placements in work environments deemed most appropriate to a particular student's abilities and needs. A thorough analysis of tasks and work behaviors needed in a variety of work environments is documented. The model includes an intensive inservice training program, as well as a system to strengthen coordination and cooperation between parents, LEAs, SEAs, vocational rehabilitation agencies, and other planning and consulting advocates.

POPULATION SERVED: This project serves blind youth, ages 15-21. Handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided in a special elementary school, residential facilities, students' residences, and community worksites. School districts statewide are involved and students from city, inner city, major city, suburban, small town, and rural settings are served; additionally, out-of-state students may be served.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, clerical/secretarial support staff, and training and resource specialist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- VALPAR (2)

Commercially available

- Third-Party Evaluation (4)

Contact project.

PROJECT TITLE: MODEL EDUCATIONAL PROGRAMS FOR AUTISTIC CHILDREN AND YOUTH

PROJECT STAFF:

Administration: Eric Schopler, PI, CO
Contact Person: Eric Schopler, (919) 966-2173
Project Address: Department of Psychiatry,
Memorial Hospital
University of North Carolina
Chapel Hill, NC 27514

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The primary goals of this project are the expansion of a well-established educational program serving elementary and secondary age autistic children, the implementation and evaluation of several innovative educational programs, and the dissemination of program information. Autistic children will be served in: 1) public school special education classrooms operated by LEAs without direct involvement of Division TEACCH, 2) public school classes for autistic and related communication handicapped children in which teachers receive training, consultation, and other specified services from Division TEACCH, and 3) classrooms with all the elements of (2) plus additional emphasis in individualized diagnostic and assessment instruments, individualized teaching and behavior management programs, language and communication, prevocational and vocational training as part of a functional curriculum, social skills training, and parent involvement in different ways across the age span.

POPULATION SERVED: This project provides services to autistic children and youth, ages 3-21, whose handicapping conditions are mild to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u> </u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>

Family Training/Counseling/Therapy:

X

X

SERVICE SITES: Services are provided in a regular elementary and a regular secondary school in one school district in a city setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher aide/intern/assistant, administrative staff, and research associates.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Psychoeducational Profile (2, 3, 4)
 - Merrill-Palmer Scales (2, 3, 4)
 - Leiter International Performance Scale (2, 3, 4)
 - Vineland Social Maturity Scale (2, 3, 4)
-

Commercially available

-
- Childhood Autism Rating Scale (2, 3, 4)
 - Third-Party Evaluation (4)
-

Contact project

PROJECT TITLE: EVALUATION OF INTEGRATED EDUCATIONAL SERVICES FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH

PROJECT STAFF:

Administration: Richard P. Brinker, PI; Michael Lewis, PI; Peggy Thorpe, CO

Contact Person: Richard P. Brinker, (609) 734-5581

Project Address: Institute for the Study of
Exceptional Children
Education Testing Service
Princeton, NJ 08541

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This project is an effort to identify factors which predict the degree and quality of integration in public school programs for severely handicapped children and youth. Among the factors to be studied are state and local planning, teacher preparation, parent involvement, and educational processes. The project will also assess the extent to which these factors are predictive of educational impact for nonhandicapped and handicapped students. Impact measures for nonhandicapped students will include standardized achievement scores and attitudes toward handicapped children. For the handicapped child, changes in adaptive behavior will be studied.

Seven OSE model sites and seven non-OSE model sites will be selected for evaluation. These sites will be chosen to ensure differences in the degree and quality of integration. The non-model sites will be matched to OSE sites according to geographic region, size of schools, socioeconomic constitution, and student age.

POPULATION SERVED: This project provides integrated educational services for severely handicapped children and youth, ages 3-21.

PROJECT SERVICES: This project is a program evaluation model.

SERVICE SITES: Studies are conducted in regular elementary and secondary schools in 14 school districts in rural, small town, suburban, and major city settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- AAMD Adaptive Behavior Scales (4)
 - Rucker-Gable Educational Programming Scale (4)

Commercially available

-
- Assessment of Children's Attitudes Toward Handicapped (4)
 - Anecdotal Processing to Promote the Learning Experience (4)
 - Alternative Classroom Strategies Inventory (4)

Contact project

PROJECT TITLE: A GENERALIZATION MODEL FOR THE DEVELOPMENT OF FUNCTIONAL SOCIAL LANGUAGE

PROJECT STAFF:

Administration: Kathleen Gradel, PI; George Schena, CO

Contact Person: Kathleen Gradel, (716) 833-5353/(716) 886-1062

Project Address: Canalician Center for Learning
3233 Main Street
Buffalo, NY 14214

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This program, which provides educational and ancillary services for up to 20 autistic students, is located in an integrated, age-appropriate parochial school attended by 200 students, grades K-8. The emphasis of the model is on building generalized language and social skills in autistic children and youth. These behaviors are identified on the basis of their projected impact on students' current and future environments. Instruction in specified social-language objectives is integrated across four primary areas: domestic living, community management, leisure-recreation, and vocation. The program for each student includes instruction in one-to-one and small group arrangements in: 1) self-contained classrooms with autistic students, 2) classrooms with nonhandicapped peers, 3) various integrated locations in the school (cafeteria, gym, etc.), and 4) community-based settings (buses, restaurants, stores, etc.) A strong parent involvement component includes: 1) large and small group parent meetings, 2) parent participation in instruction with students during the school day, 3) home liaison with an emphasis on solving specific behavior problems, 4) more intensive home liaison, with an emphasis on generalizing multiple IEP objectives, and 5) parents as data collectors.

POPULATION SERVED: This project provides services to autistic children and youth, ages 6-16, whose handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
IEP Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided in a regular elementary/secondary school serving grades K-8. The school is located in a major city and draws students from nine school districts.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher/instructional personnel for parents, teacher aide/intern/assistant, occupational therapist, physical therapist, psychologist, speech/language/communication specialist, administrative staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Autism Screening Instrument for Educational Planning (2)
 - AAMD Adaptive Behavior Scales (2, 3)

Commercially available

-
- Third-Party Evaluation (4)
 - Performance Data (3)

Contact project

PROJECT TITLE: PROJECT SPARK: SPECIALIZED PARENT APPROACH TO RECEIVING KNOWLEDGE — A DEAF-BLIND MODEL PROJECT

PROJECT STAFF:

Administration: Jack V.D. Hough, PI; Joan Faubion Mehring, CO

Contact Person: Joan Faubion Mehring, (405) 842-8333

Project Address: 1000 W. Wilshire, Suite 204
Oklahoma City, OK 73116

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The purpose of this project is to develop a parent training model that will allow eight single-state and eight multistate deaf-blind centers to capitalize on the unique assets of parents of deaf-blind youth. The goal of the program is to specify a series of assessment methods and instructional strategies which will significantly stimulate and improve parent involvement. Workshop presentations for parents will be conducted at the single-state and multistate deaf-blind centers by parents of deaf-blind youth.

POPULATION SERVED: This project provides services to parents of deaf-blind youth, ages 13-21, whose handicapping conditions are mild to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>

Facilitative Services: This project is a parent involvement model.

SERVICE SITES: Services are provided in special non-school centers in rural, small town, suburban, inner city, city, and major city settings in all 50 states.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for parents, clerical/secretarial support staff, and consultants.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Third-Party Evaluation (4)
 - Third-Party Out-of-State Monitor (4)
 - Workshop Evaluation Forms (4)
 - Attitude Survey (4)
 - Parent Consent and Survey Form (1, 3)
 - SPARK Behavior Rating Scale (1, 3)
 - SPARK Pre-Posttest for Curricular Modules I (Parenting) and II (Advocacy) (1)
 - Coopersmith Revised Experimental Self-Esteem Inventory (1, 3)
-

Contact project

PROJECT TITLE: INNOVATIVE VOCATIONAL MODEL FOR DEAF-BLIND YOUTH

PROJECT STAFF:

Administration: H.D. Bud Fredericks, PI; Isabelle Igan, PD

Contact Person: Isabelle Igan, (503) 838-1220 ext. 391.

Project Address: Teaching Research
345 Monmouth St.
Monmouth, OR 97361

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This project is helping handicapped secondary students prepare for a successful entry into the world of work. It is designing a three-stage vocational training plan consisting of assessment, training in two jobs, and training resulting in employment. The purpose of the assessment stage is to allow a student to sample different types of work in order to make a more accurate decision about future specialization. It does not aim for independent functioning by the student. In the following areas jobs are divided into sub-tasks: food service, grounds keeping, clerical, janitorial, and workshop. Students work with a vocational trainer to complete as many sub-tasks as possible within a five-week period. Based on the amount of the task the student learns, the rate at which he or she learns, his or her apparent enjoyment of the task, on- and off-task behavior, and trainer, supervisor, and parent surveys, two tasks will be selected in which the student can be further trained.

Thus the student advances to the second stage during which he or she moves toward independence in an increasingly more realistic work setting, achieved through an expanded relationship with the employer and a greater emphasis on work routines. Based on this extensive training, it will be easier to choose one of these two tasks to prepare for actual employment at the end of the third stage. Training data and satisfaction surveys of parents, employer, and student are used in the evaluation of the student in the second stage. In the third and final stage, the student is provided with training until he or she becomes employable without the supervision of a vocational trainer. Training data, probe data, and satisfaction surveys are used to determine the student's ability to keep the job.

POPULATION SERVED: This project provides services to mentally retarded and deaf-blind youth, ages 13-21, whose handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	<u>X</u>	_____
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____
Instruction/Therapy Plan Development:	<u>X</u>	_____
Direct Instruction/Training:	<u>X</u>	_____

Direct Therapy:

X

Ongoing Evaluation of Progress:

X

Family Training/Counseling/Therapy:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

SERVICE SITES: Services are provided in one regular secondary school in one school district, in small town and rural settings.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, administrative staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument /procedure:

- 1 = Initial screening/child-find
- 2 = Initial diagnosis/assessment

- 3 = Ongoing child evaluation/monitoring
- 4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Student Progress Record (2, 3)
 - Associated Work Skills Pre-Placement Checklist (2)
 - Task Analysis Assessment (2, 3)
 - Third-Party Evaluation (4)
-

Contact project

PROJECT TITLE: DEINSTITUTIONALIZATION MODEL FOR DEAF-BLIND CHILDREN AND YOUTH

PROJECT STAFF:

Administration: Mary Ann Gage, PI, CO

Contact Person: Mary Ann Gage, (503) 838-1220

Project Address: Teaching Research
345 Monmouth Street
Monmouth, OR 97361

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The primary purpose of this project is the development and implementation of a model program for deinstitutionalizing deaf-blind children and youth. Studies of the effects of institutional and small-community environments upon developmentally disabled individuals suggest that normalization, opportunities to grow and develop more independent skills, can best be accomplished in community living arrangements. This project intends to demonstrate that deaf-blind children can be accommodated in community residential and educational programs if the primary care providers are adequately prepared. Therefore, the initial focus of project activities is the development and evaluation of procedures and materials for training parents and home providers to work effectively with deaf-blind children in home environments.

Additional project activities/services include: identifying deaf-blind project participants; evaluating/monitoring; coordinating activities among appropriate agencies to locate and secure community living arrangements; conducting in-home training with primary community care providers; providing technical assistance to receiving school personnel; facilitating communication and coordination between the home and school providers; and developing a directory of resources for service providers of deaf-blind individuals.

POPULATION SERVED: This project provides services to deaf-blind children and youth, ages 6-21, whose handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	_____
Referral to Appropriate Program:	<u>X</u>	_____
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	_____	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	_____
Family Training/Counseling/Therapy:	_____	<u>X</u>

SERVICE SITES: Services are provided in regular elementary and secondary schools, a special elementary school, a residential facility, a non-school special center, and students' residences. Three school districts are involved in this project which serves rural, small town, suburban, inner city, city, and major city areas.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: administrative staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

-
- Behavioral Characteristics Progression (2, 3)
 - Student Progress Record (2, 3)

Commercially available

-
- Environmental Assessment (3, 4)
 - Parent Proficiency Evaluation (4)

Contact project

PROJECT TITLE: PROJECT SCIP: SCHOOL-COMMUNITY INNOVATIVE PRACTICES FOR DEAF-BLIND YOUTH

PROJECT STAFF:

Administration: Alice Cassidy, PI; Susan Healy, CO

Contact Person: Alice Cassidy, (401) 438-9500

Project Address: Meeting Street School
667 Waterman Ave.
East Providence, RI 02914

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The primary focus of this project is to examine the realities of educational intervention for those severely handicapped deaf-blind youth who are at the transition point between the developmental activities of childhood and the more functional adaptive behavior activities of adolescence. The instructional model practices at Meeting Street School are primarily developmental, utilizing one-to-one instruction and the self-contained class. While this model provides a relatively consistent environment in which the deaf-blind student can function, there is a need to move the adolescent deaf-blind student from skill-oriented developmental activities to more functional secondary level programs, and to provide opportunity for the student to explore and learn within the natural environment of his community.

POPULATION SERVED: This project provides services to deaf-blind children, ages 9-12, whose handicapping conditions are severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u> </u>
IEP Development:	<u>X</u>	<u> </u>
Instruction/Therapy Plan Development:	<u>X</u>	<u> </u>
Direct Instruction/Training:	<u>X</u>	<u> </u>
Direct Therapy:	<u>X</u>	<u> </u>
Ongoing Evaluation of Progress:	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided in three facilities in a city setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher/instructional personnel for staff, teacher/instructional personnel for parents, teacher aide/intern/assistant, occupational therapist, psychologist, speech/language/communication specialist, administrative staff, clerical/secretarial support staff, and social worker.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Psychological Stimulus Response (3)
 - AAMD Adaptive Behavior Scale (3)
 - Callier-Azusa Scale (3)

Commercially available

-
- Learning Style Checklist (4)
 - SCIP Criterion-Based Assessment (3)
 - Third-Party Evaluation (4)

Contact project

PROJECT TITLE: COMMUNITY-BASED WORK AND INDEPENDENT TRAINING FOR DEAF-BLIND YOUNG ADULTS

PROJECT STAFF:

Administration: Dwain M. Estes, Executive Director; Patricia A. Myers, Director of Special Education; Arthur O. Gutierrez, Division Director; Dennis Dildy, Project Manager

Contact Person: Dennis Dildy, (512) 828-3551

Project Address: Education Service Center, Region #20
1550 NE Loop 410
San Antonio, TX 78209

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: This project offers a variety of services for deaf-blind youth who are in need of specific work training to better assist the development of their daily living skills, affective behavior, and employment preparation. Sheltered workshop assessment, work training, and final job placement are available. A minimum of 15 deaf-blind vocational students are exposed to a variety of work training situations and work evaluation assessments on and/or off their regular school campus, including sheltered employment, competitive job training, and independent living training in one of three community apartment settings.

POPULATION SERVED: This project provides services to deaf-blind youth, ages 13-21, whose handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u>X</u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u>X</u>

SERVICE SITES: Services are provided in special secondary and special vocational schools, residential facilities, and natural apartments. These schools/facilities are located in rural, small town, suburban, inner city, and major city settings. Eight school districts are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, administrative staff, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)	Availability
- Camelot Behavioral Checklist (1, 2, 3, 4)	Commercially available
- Wechsler Intelligence Scale for Children-Revised (2)	
<hr/>	
- Deaf-Blind Community-Based Entrance Criteria (2, 3)	Contact project
- Third-Party Evaluation (4)	

PROJECT TITLE: THE SCHOOL AND COMMUNITY INTEGRATION PROJECT

PROJECT STAFF:

Administration: Edward Sbardellati, PI, CO; Wayne Fox, PI

Contact Person: Edward Sbardellati, (802) 656-4031

Project Address: Center for Developmental
Disabilities
Waterman 499C
University of Vermont
Burlington, VT 05405

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The goals of this project are: 1) to assist two selected school systems to plan, implement, and describe a service delivery model to improve educational services to severely handicapped learners (ages 6-21) in a rural setting; and 2) to compare the service delivery model and outcomes realized to those occurring in similar districts in Vermont:

Project staff will work with parents, school district personnel, and community members to: 1) achieve age-appropriate placement of all learners in the cooperating districts; 2) maximize social integration among handicapped learners, nonhandicapped learners, regular classroom teachers, special classroom teachers, and members of the general community; 3) achieve a change in curriculum to emphasize the inclusion of functional independent living and vocational skills in IEPs; 4) emphasize community-based training to improve generalization and retention of critical skills; and 5) improve the coordination of community services to assure or improve the transition between special educational and adult service programs.

POPULATION SERVED: This project provides services to mentally retarded, autistic, and multiply handicapped children and youth, ages 6-21, whose handicapping conditions are moderate to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Referral to Appropriate Program:	_____	_____X_____
Diagnosis/Initial Assessment:	_____X_____	_____
IEP Development:	_____	_____X_____
Instruction/Therapy Plan Development:	_____	_____X_____
Direct Instruction/Training:	_____	_____X_____
Direct Therapy:	_____	_____X_____

Ongoing Evaluation of Progress:

 X

Family Training/Counseling/Therapy:

 X

Related Services (adaptive PE,
leisure skills, e.g.):

 X

Facilitative Services: This project is an interagency cooperative model.

SERVICE SITES: Services are provided in two regular elementary schools and one regular secondary school involving two school districts in a rural setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for staff, teacher aide/intern/assistant, administrative staff, clerical/secretarial support staff, and evaluation technician.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability

- Topeka Association for Retarded Citizens
Assessment Inventory (2)

Commercially available

- Center for Developmental Disabilities
Minimum Objectives System (3)
- Third-Party Evaluation (4)

Contact project

PROJECT TITLE: DEINSTITUTIONALIZATION OF SEVERELY HANDICAPPED CHILDREN AND YOUTH — COMMUNITY LIAISON INSTRUCTIONAL PROGRAM

PROJECT STAFF:

Administration: Ralph Bohannon, PI; Joyce Vanden Hoorn, CO; Beverly Wolf, Liaison Specialist

Contact Person: Joyce Vanden Hoorn, (206) 828-3201

Project Address: Special Services Office
Lake Washington School District
6511-112th NE
Kirkland, WA 98033

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The community/school liaison model enables secondary age severely handicapped students to move into the least restrictive environment. Approximately 32 pupils ranging from 13-21 years of age are served in two school settings until they have the necessary skills to move into community placements for maintenance and generalization. Students work toward specific home living, vocational, and leisure objectives which lead directly into LRE in their home communities.

Project staff consist of a Coordinator and two Liaison Specialists. The Domestic/Home Living Liaison Specialist works with parents and staff of alternative living situations to develop plans for moving students from the school-based training program into an appropriate home living situation. The Vocational Liaison Specialist works with employers to determine most appropriate work settings for which students may be trained and into which they may be transitioned for increasing periods of time.

Basically, project objectives are to: 1) assess community capability to receive severely handicapped young adults; 2) design a school program to teach skills necessary for entrance into community settings; 3) operate a school program with attention to measurement of pupil progress; 4) move students into appropriate local placements as they meet criteria; 5) monitor and evaluate transition efforts; 6) evaluate all project components, especially the effectiveness of transition efforts; and 7) disseminate findings of the model project.

POPULATION SERVED: This project provides services to mentally retarded, orthopedically impaired, other health impaired, and multiply handicapped youth, ages 13-21. Handicapping conditions are moderate to severe.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:

	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u> </u>	<u> X </u>
IEP Development:	<u> X </u>	<u> X </u>
Instruction/Therapy Plan Development:	<u> X </u>	<u> X </u>

Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u>X</u>	<u> </u>

SERVICE SITES: Services are provided in special elementary and secondary schools, and community sites in one school district. The project serves suburban and city areas.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, teacher aide/intern/assistant, and clerical/secretarial support staff.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|-----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment. | 4 = Overall program evaluation |

Instrument/Procedure (Use)	Availability
- Prevocational Assessment Curriculum Guide (2)	Commercially available
<hr style="border-top: 1px dashed black;"/>	
- Task Analysis -- Criterion-Referenced Assessment (3)	Contact project
- Monitoring of Progress in Instructional Program (3)	
- Leisure Time in the Home: Strengths and Needs Assessment (2)	
- Community Business Survey (for work placement)	
- Third-Party Evaluation (4)	

PROJECT TITLE: PROJECT IMPACT: THE INNOVATIVE MODEL PROGRAM FOR AUTISTIC CHILDREN AND THEIR TEACHERS

PROJECT STAFF:

Administration: Richard S. Neel, PI; Deborah Symonds, CO; Frances McCarty, CO

Contact Person: Richard S. Neel, (206) 543-4011

Project Address: Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The goal of this project is to increase the ability of autistic children to control their environment through improved social and communication skills. The major focus is on developing a social/communication curriculum for autistic children in the natural environment and refining and developing instructional technologies required to teach that curriculum. The project will investigate classroom organization strategies that increase the ability of autistic children to profit from group instruction as well as to work independently.

Major highlights of the project include inservice training for teachers and parents, and parental involvement in the education of the autistic children served. Cooperation with the LEA and the home, the multidisciplinary involvement of numerous professionals, and implementation in natural settings are all included.

POPULATION SERVED: This project provides services to autistic children and youth, ages 4-14. Handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Screening/Child-Find:	<u>X</u>	<u> </u>
Diagnosis/Initial Assessment:	<u>X</u>	<u>X</u>
IEP Development:	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Development:	<u> </u>	<u>X</u>
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Direct Therapy:	<u> </u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>
Related Services (adaptive PE, leisure skills, e.g.):	<u> </u>	<u>X</u>

SERVICE SITES: Services are provided in regular and special elementary schools and students' residences. Two school districts in suburban, city, and major city areas are involved.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: clerical/secretarial support staff and assistant.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

- | | |
|----------------------------------|---|
| 1 = Initial screening/child-find | 3 = Ongoing child evaluation/monitoring |
| 2 = Initial diagnosis/assessment | 4 = Overall program evaluation |

Instrument/Procedure (Use)

Availability

-
- Autism Screening Instrument for Educational Planning (1)

Commercially available

-
- Environmental Inventory (2)
 - Consumer Satisfaction Questionnaire (4)
 - Third-Party Evaluation (4)

Contact project

PROJECT TITLE: INTEGRATED EDUCATIONAL/LEISURE TIME MODEL FOR DEAF-BLIND CHILDREN AND YOUTH

PROJECT STAFF:

Administration: Marie Thompson, PI; Rebecca Dubose, PI; Sandra Hannes, CO

Contact Person: Marie Thompson, (206) 543-1827

Project Address: Experimental Education Unit, WJ-10
University of Washington
Seattle, WA 98195

PROGRAM TYPE: SNP

FUNDING YEAR: 1st

PROJECT ABSTRACT: The project's goal is to increase the opportunities for social integration of deaf-blind children. Specific direct service objectives for achieving that goal are to increase the children's motor, communication, and social interactive skills. Indirect service objectives are to increase the cross-disciplinary knowledge and technical skills of the teaching and support staff; to provide inservice training to ancillary service providers; to change the attitudes of a group of nonhandicapped high school students who work with the deaf-blind children; to develop inservice training materials; and to disseminate model project information.

The model will focus on exploitation of a uniquely advantageous learning environment for deaf-blind children: the water. Working with children in water activities to develop their skills in the areas noted above, the staff will seek to assist children in generalizing their newly acquired behaviors in other settings such as the gymnasium, the classroom, and their primary living sites. Expected outcomes are that the deaf-blind children will, through newly learned skills, be better able to interact socially with others — e.g., nonhandicapped children and adults, and children with other kinds of handicapping conditions; the model will develop the children's potential for future integration; and the model will be usable in other settings to increase integration of other young persons who have serious and significant impairments.

POPULATION SERVED: This project provides services to deaf-blind children and youth, ages 5-19, whose handicapping conditions are severe to profound.

PROJECT SERVICES: These headings indicate services provided directly by project staff, or by people trained (at least in part) by staff.

Services for Children/Youth:	<u>Staff</u>	<u>Trained By Staff</u>
Diagnosis/Initial Assessment:	<u>X</u>	_____
IEP Development:	<u>X</u>	_____
Instruction/Therapy Plan Development:	<u>X</u>	_____
Direct Instruction/Training:	<u>X</u>	<u>X</u>
Ongoing Evaluation of Progress:	<u>X</u>	_____

Family Training/Counseling/Therapy:

X

Related Services (adaptive PE,
leisure skills, e.g.):

X

X

SERVICE SITES: Services are provided in a residential facility in one school district in a major city setting.

REQUISITE PERSONNEL: Staff required to operate this program at another site are: teacher/instructional personnel for children, physical therapist, speech/language/communication specialist, clerical/secretarial support staff, social worker, materials specialist, and water therapist.

EVALUATION INSTRUMENTS/PROCEDURES: The parenthetic number following the title of each instrument/procedure indicates the following code for use of the instrument/procedure:

1 = Initial screening/child-find
2 = Initial diagnosis/assessment

3 = Ongoing child/evaluation/monitoring
4 = Overall program evaluation

Instrument/Procedure (Use)

Availability,

-
- Gestural Approach to Thought and Expression (2)
 - Callier-Azusa Scale (2)

Commercially available

-
- Fircrest Motor Assessment Tool (2)
 - Third-Party Evaluation (4)
 - Attitudes (Toward the Handicapped) Survey (3)

Contact project

Learning Disabilities Research Institutes

PROJECT TITLE: THE CHICAGO INSTITUTE FOR LEARNING DISABILITIES

ADMINISTRATIVE STAFF: Tanis Bryan, (312) 996-4949

FUNDING YEAR: 4th

POPULATION SERVED: Learning disabled children and youth, ages 6-12.

PROJECT ABSTRACT: The Chicago Institute for Learning Disabilities is engaged in a research program based on a perspective which emphasizes the reciprocal relationship between characteristics of the child, the school, and the family. The Institute's target population is comprised of kindergarten, elementary, and junior high school aged children from urban, suburban, public, and private schools.

The Institute is organized into four core research programs. One program is focused on learning disabled children's attributions about success and failure, and their social-language competence as they interact with peers, teachers, and parents. A second research program is focused on LD children's nonverbal behaviors, ingratiation strategies, and other's attributions toward them. The third research program is involved with the oral reading and reading comprehension of LD children, while the fourth program is concerned with the learning and memory of LD children.

The Institute's programmatic research is designed to shift into studies of intervention and generalization as each program generates significant findings about LD children. To date, intervention research is underway in the areas of communicative competence, reading, and learning. Three models are being applied to study intervention: 1) altering group structures (i.e., cooperative vs. individualistic resource room organization), 2) using models to increment academic learning and language style and skill, and 3) matching the child's attributions to instruction.

The Institute is concerned with training and dissemination. These goals are achieved through the inclusion in the program of postdoctoral fellows and research assistants who plan to continue graduate studies, and through presentations at teacher's meetings, workshops, and professional conferences. Dissemination is also achieved through publication of articles and chapters, and a newsletter which includes a list of the reports available for distribution.

MAJOR RESEARCH FINDINGS:

- LD children do evoke negative first impressions from others who are entirely unfamiliar with the LD children's social status, diagnostic label, or other relevant personality characteristics.
- LD children have adequate knowledge concerning the social desirability of various forms of ingratiation tactics given particular targets, and additionally can make positive first impressions if cued to do so, although they apparently prefer not to spontaneously do so.

- The school-identified LD group was inferior to normal achievers in their rate of learning, but not in their rate of forgetting. The LD group was, however, lower in general intelligence, a factor which accounted for the slower learning rate.
- Low reading and low math groups did not differ from normal achievers in their rate of learning or their rate of forgetting.
- LD children do not attribute successes and failures to the same degree or causes as non-LD children.
- Both mothers and teachers have lower expectancies of LD children's future success than of non-LD children's future success.
- LD children's use of language in a variety of social contexts with teachers, parents, and peers discriminates them from non-LD children.
- LD children's interactions with peers indicate that they have difficulty in sustaining a conversation and in expressing their own opinions, especially when their opinions disagree with those of classmates.
- LD children who are poor readers make more meaning-change errors and self-correct fewer of the meaning-change errors than average children reading at equivalent levels of difficulty, and their comprehension appears to be associated with the extent of their use of context and use of phonic cues.
- Children (poor readers and poor readers who are identified as LD) respond to different methods of instruction depending on how they attribute their successes and failures.

PROJECT TITLE: THE UNIVERSITY OF KANSAS INSTITUTE FOR RESEARCH IN LEARNING DISABILITIES

ADMINISTRATIVE STAFF: Edward L. Meyen, PI; Donald D. Deshler, Director, (913) 864-4780

FUNDING YEAR: 4th

POPULATION SERVED: Learning disabled children and youth, ages 13-25.

PROJECT ABSTRACT: The University of Kansas Institute for Research in Learning Disabilities has developed a comprehensive epidemiological data base in an effort to: 1) define the LD population, 2) differentiate characteristics within the population, and 3) investigate environmental factors that influence the condition of learning disabilities. Attention has now shifted to interventions designed to lessen, compensate for, or remediate the impact of learning disabilities. As vehicles for implementing these interventions, investigators identify existing support systems in school and nonschool settings that can be used in an enhancing or compensatory way by the LD individual. This approach to intervention is based on the logic that LD persons must depend on the support systems that exist and cannot anticipate the availability of new and different ones.

The epidemiological data base has provided direction for both the development of interventions and the continuing investigation of the characteristics of LD youth in school and nonschool settings. The data suggest that learning disabilities in youth are primarily characterized by cognitive and academic factors. Therefore, interventions being developed by the Institute primarily focus on cognitive and academic strategies, which are developed and implemented in school, juvenile justice, and job training settings. In school settings, these strategies relate primarily to the demands of the setting, i.e., gaining information from oral and written language and presenting information in written form. The data have also led to the further investigation of metacognitive functioning and learning potential of LD individuals as well as characteristics of subgroups of the LD population.

The Institute has also examined the demands of both school and nonschool settings (such as employment, juvenile justice, job training, and military settings) in which LD youth must function. Identification and intervention studies have been or are being conducted in these varied settings. Other studies include: the impact of minimum competency testing programs on LD students; development of an intervention model; decision analyses of secondary LD intervention programs; regular secondary classroom teachers' expectations of LD students; acquisition, maintenance, and generalization of self-control, goal implementation, and mathematics skills; post-secondary follow-up of LD and low-achieving youth; and application of identification procedures in military and job training settings.

MAJOR RESEARCH FINDINGS:

- Ability and achievement test scores or written language alone reliably differentiate LD and low-achievement (LA) students.
- LD and LA youth appear to be more alike than they are different.
- LD senior high school students were perceived by their regular classroom teachers as academically inferior to LA students. No differences were noted in social and coping skills.

- The parents of LD students appear more supportive than parents of LA students.
- LD and LA youth are more alike than different in their performance on formal aspects of written and oral expression. Spelling was the only formal feature of written language which was significantly lower for LD youth.
- LD young adults were like their non-LD counterparts in many ways. They were, however, holding jobs with less social status, less satisfied with their jobs, less involved in recreational activities, using more prescription drugs, convicted of more crimes, and had fewer aspirations for future education and training.
- LD students can acquire learning strategies to criterion using eight systematic instructional steps. They can generalize the use of these strategies to grade level materials and to tasks not previously practiced (e.g., regular classroom assignments).
- Classroom observations and the perceptions of regular classroom teachers revealed that many similarities and few differences exist between LD youth and their non-LD peers with regard to study, social, and classroom behaviors.
- LD youth acquired social skills through training at the same levels and at the same rate as other youth. LD youth performed consistently lower than the other youth on the problem-solving skills.

PROJECT TITLE: THE UNIVERSITY OF MINNESOTA INSTITUTE FOR RESEARCH IN LEARNING DISABILITIES

ADMINISTRATIVE STAFF: James Ysseldyke, PI; Phyllis K. Mirkin, CO, (612) 376-2666

FUNDING YEAR: 4th

POPULATION SERVED: Learning disabled children and youth, ages 5-12.

PROJECT ABSTRACT: The University of Minnesota Institute for Research on Learning Disabilities continues to focus its research efforts on the complex set of theoretical, conceptual, practical, and empirical issues in the process of making screening, referral, identification/eligibility/classification placement, intervention planning, progress evaluation, and outcome evaluation decisions for the heterogeneous group of elementary age students labeled learning disabled. The major overriding goal of the research is one of determining how assessment data may be used more effectively to improve intervention decisions for students with learning disabilities.

Research activities during 1978-80 have been directed toward gathering empirical evidence on current practice in psychoeducational decision making, delineation of factors that influence current practice, and development of strategies and materials as alternatives to, and improvements in, current practice.

MAJOR RESEARCH FINDINGS:

- Referral is the most critical point in the special education decision-making process; the initial decision to refer a student is a major factor in the decision to provide a student with special education services.
- Identification as learning disabled is primarily a function of the definition used; definitions (even within the federal guidelines) can be formed so that almost any student can be identified as learning disabled.
- In most cases, eligibility decisions are made on the basis of pupil performance on technically inadequate tests; most of the administered tests assess intelligence and achievement.
- There are no identifiable psychometric differences of practical utility between students labeled learning disabled and those performing poorly in school; further, examining patterns of scores on psychoeducational devices does not ensure consensus in the identification of LD students.
- Teams making eligibility decisions for special education services exhibit more variability than consistency in terms of their organizational functioning, membership composition, time devoted to assessment and decision making, instruments, and definition used to determine eligibility.
- Teacher expectations for younger siblings of LD students are significantly lower than their expectations for younger siblings of non-LD students.
- Student performance in the school reading, spelling, and written expression curricula can be measured in one to three minutes to obtain valid indices of achievement.

- Curriculum-based measurement is technically adequate for monitoring and evaluating progress on IEP goals.

- The most growth on the simple measurement procedures in reading, spelling, and written expression is seen in grades one through four, suggesting that the measures are maximally sensitive not only at early grades, but probably for children in learning disabilities programs who perform close to such levels.

Clear and consistent differences exist between the performances of LD resource program and regular class students on the simple measures of reading, spelling, and written expression, with the regular class students in the same grades; these differences are revealed in as little as one minute of measurement.

**PROJECT TITLE: THE INSTITUTE FOR THE STUDY OF LEARNING DISABILITIES,
TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

ADMINISTRATIVE STAFF: N. Dale Bryant, PI; Jeanette E. Fleischner, PI; Walter MacGinitie, PI; Margaret Jo Shepherd, PI; Joanna P. Williams, PI; Frances P. Connor, Director, (212) 678-3860/678-3104

FUNDING YEAR: 4th

POPULATION SERVED: Learning disabled children and youth, ages 5-13.

PROJECT ABSTRACT: The Institute for the Study of Learning Disabilities at Teachers College, Columbia University, is predicated on the assumption that many of the problems exhibited by LD children arise because of difficulties they manifest in information-processing. The overall goals of the Institute are to investigate the nature of such information-processing difficulties and, on the basis of the findings of these investigations, to develop effective and efficient instruction for children with learning disabilities. The Institute is composed of five independent task forces that focus on specific academic skill areas fundamental to the school curriculum and particularly problematic in the development of the LD child: basic reading and spelling, strategy deficits in reading comprehension, text and reader interaction, reading comprehension, arithmetic, and study skills. All of the task forces are dedicated to the identification of specific disabilities in these skill areas and to the development of effective remedial instruction.

MAJOR RESEARCH FINDINGS:

- Modifying traditional instruction to reduce overloading and to circumvent specific learning dysfunctions enables LD children in the classroom or resource room to learn, apply, and retain basic reading and spelling skills.
- LD students do not differ from non-LD students in the type of errors made in arithmetic computation, but rather in the frequency of occurrence and in the age at which they are prevalent.
- There are no apparent differences in the process or strategies used by LD children and other poor arithmetic problem solvers. Clear differences exist in the strategies employed by these children and those who are good arithmetic problem solvers.
- Direct instruction on the steps taken in working through a story problem improves performance of LD children.
- On a picture recall task, LD children differ from non-LD children in the use of category organization as a study strategy, as well as in their recall performance.
- Of the three experimental conditions, direct instruction, learning by discovery, and simple practice with the task, only direct instruction resulted in the consistent use of category grouping as an organizational strategy on a picture recall task. Use of this study strategy improves the recall of LD children to a level which approximates the recall of non-LD children.

- LD and non-LD children trained to use category organization as a study strategy continue to use it as long as five weeks after training. Incentives (money) improve the recall performance of LD and non-LD children, but do not evoke strategic study behaviors.
- A single, uniform description of faulty text processing strategies cannot be applied to all reading comprehension disabled children. The following types of deficit strategies have been found: inflexible application of an initial hypothesis and overextension of a general framework from prior knowledge.
- There are specific paragraph structures that tend to mislead children with reading comprehension disabilities who use inflexible strategies. These paragraph structures are commonly found in material that children are expected to read in school.
- LD children show a breakdown of effective comprehension strategies on difficult expository text.

PROJECT TITLE: THE UNIVERSITY OF VIRGINIA LEARNING DISABILITIES RESEARCH INSTITUTE

ADMINISTRATIVE STAFF: Daniel P. Hallahan, (804) 924-3705

FUNDING YEAR: 4th

POPULATION SERVED: Learning disabled children and youth, ages 7-12.

PROJECT ABSTRACT: The focus of the University of Virginia Learning Disabilities Research Institute is to determine efficacious educational procedures for enhancing the academic and social competence of LD children with attentional problems. The rationale for focusing on attentional problems is that in the past few years a wealth of evidence has accumulated indicating that a major problem manifested by many LD children can be subsumed under the general rubric of attentional problems.

Through the cooperation of the Albemarle County and Charlottesville Public Schools, researchers from the Virginia LDRI are addressing critical educational questions within the laboratory, classroom, and home. In particular, interdisciplinary teams of researchers (from the departments of special education, developmental psychology, and school psychology) are using a combination of group and applied behavioral research designs to evaluate the effects of classroom interventions on the academic and social behavior of LD children within the general age range of 6 to 12 years. In addition to the general research aims of the LDRI, a variety of additional research endeavors is underway: 1) the analysis of classroom interactions of LD children and their teachers, 2) the relationship of metacognitive abilities to academic achievement, 3) the efficacy of various problem-solving training strategies, and 4) the relationship between attentional problems and a variety of other behavioral characteristics.

MAJOR RESEARCH FINDINGS:

- Temperamental characteristics, adaptability, reactivity, and task orientation exert influence, over and above IQ, on the quality and kind of educational decisions made by teachers for LD children.
- Response speed in LD children is slower relative to age-matched, normally achieving peers, even when children are asked to make decisions about highly overlearned, uncomplicated stimuli.
- Qualitative improvement in LD children's tense vowel spelling errors parallels, but lags behind, the developmental pattern observed for normally achieving peers.
- While there is a correlation between achievement and knowledge about attention in normal children, there is not with LD children.
- The IAR, a measure of locus of control, may be influenced by response bias tendencies in LD children.
- Having children self-record when they are on- versus off-task when they hear a tone is effective in increasing children's on-task behavior and academic productivity.
- The child can be successfully weaned from reliance on the tones and the act of self-recording.

- Self-recording, which includes having students keep records of their attention-to-task behavior, was more effective in increasing attention-to-task than self-assessment, which differed from the self-recording treatment only in that students did not keep records.
- Both self-instruction and self-correction, as well as the two in combination, were found to be effective in improving a LD boy's handwriting performance.
- Distractible children elicit more attention demands, more instruction, and more questions about the task and the child's performance from adults than do non-distractible children of similar ability level.

Product Guide

One of the major components of program development is dissemination, which is in large part accomplished by the dispersion of products developed by the HCMP and SNF projects and the Learning Disabilities Research Institutes. These products include brochures, newsletters, directories, catalogs, manuals, assessment/evaluation instruments, training guides, curricula, literature reviews, and technical and research reports. Formats utilized include both print and audio/visual formats, multimedia packages, and workshops/consultations.

Only products which are currently available or available by September 1, 1981, are included in the Product Guide. To request a product, use the project code number to locate mailing information in the Addresses section.

Handicapped Children's Model Programs

Project Code
Product Format

Product Title

H-001

Activity folios;
Equipment

SAVI/SELPH PROGRAM

Consists of nine modules of science-based enrichment activities which can be used to teach science concepts, develop science process skills, improve children's manipulative skills, enhance language development, and motivate learning in other areas. The materials are appropriate for visually impaired, physically disabled, and learning disabled upper elementary aged children. Field tested extensively locally and nationally.

Price: Not provided

Manual

SAVI/SELPH LEADERSHIP TRAINING MANUAL

Provides background materials on SAVI/SELPH program and assists in implementation of program materials and training of local educators. Appropriate for leadership individuals in both science and special education. Contains history, philosophy of approach, description of materials in SAVI/SELPH program, educational outcomes, and models for establishing learning centers in mainstream classrooms.

Price: \$10.00

H-002

Slide Show

SECONDARY HANDICAPPED CHILDREN'S MODEL PROGRAM

Provides a description of the project.

Price: Not applicable

Brochure

SECONDARY HANDICAPPED CHILDREN'S MODEL PROGRAM

Provides information about components of project, results of training, and first-person accounts.

Price: Free

H-003

Instruction Kit

INSTRUCTIONAL SUPPORT KIT

Provides teachers with individual instructional sheets of teaching strategies, instructional sequences, and information about specific handicapping conditions in psychomotor, affective, and cognitive domains.

Price: Not provided

Manual

BUILDING EFFECTIVE SCHOOL TEAMS TO SERVE HANDICAPPED STUDENTS

Describes the team-building process a principal can use to build dynamic, functioning teams from dysfunctional ones, or to create new teams.

Price: \$3.50

Manual

MANAGING LARGE ORGANIZATIONAL CHANGE IN THE PUBLIC SCHOOL

Describes the process and procedures school administrators and resource specialists can go through to change organizational structures to integrate handicapped students into currently functioning programs. Contains specific processes and procedures. Field tested in five junior high schools.

Price: \$3.50

Instruction Kit

INSTRUCTIONAL SUPPORT KIT

Assists regular classroom teachers with their day-to-day instructional and behavioral management of the handicapped student. Three categories of instructional strategies are emphasized: cognitive, affective, and psychomotor.

Price: \$35.00

H-006

Brochure

PRISM BROCHURE

Provides a description of PRISM's history and program.

Price: Free

Manual

RESOURCE PERSON'S GUIDE

Provides general information for resource persons; answers some of the most common and critical questions resource persons ask.

Price: \$3.00

Manual

STUDENT CAREER GUIDE + TEACHER'S GUIDE TO STUDENT CAREER GUIDE

Gives high school students the opportunity to clarify their desires concerning their future employment and at the same time further define and focus their value systems as they relate to employment situations.

Price: \$8.00

Manual

THE ACTIVITY SHEET PREPARATION GUIDE

Makes the job of writing properly constructed activities less of a task and more of an experience in learning. Provides an explanation of procedures.

Price: \$3.00

Curriculum Guide

STUDENT PROGRAM GUIDE

Provides teachers and program instructors with a guide which will lead them through a student's academic program, specifically to prepare, plan, carry out, and evaluate a student's PRISM career and academic experiences. Leads the student through a series of activities that will help him or her focus and clarify interests and needs.

Price: \$8.00

Manual**ADMINISTRATIVE AND BASIC PROCEDURES MANUAL**

Provides prospective users (administrators, instructors, counselors) of EBCE/PRISM with a broad overview of the important program components.

Price: \$8.00

H-007**Guide****INTEGRATIVE ARTS ACTIVITIES GUIDE FOR THE SEVERELY AND PROFOUNDLY HANDICAPPED**

Provides integrative arts activities (using music, dance/movement, visual arts, drama/dance) which directly relate to skill development for SPH students. Designed for special educators, paraprofessionals, artists, and parents. Activities are presented with a developmental and task analysis approach. Provides instructors with a framework of how to utilize the arts as a vehicle toward promoting skill development.

Price: Not provided

H-008

**Manual,
Workbooks,
Overheads,
Filmstrips,
Commercial
Media**

AIDE TRAINING WORKSHOP

Trains paraprofessionals to work with handicapped students (mild to moderate) in a resource room or regular classroom setting. Designed for paraprofessional trainers (special educators) involved in the training of special education aides. Is a competency-based training program involving 16 hours of instruction plus ongoing practicum. Progress monitored by trainer, building principal, and the special educator to whom the aide is assigned. Training program was piloted in REACH project districts throughout the state during spring 1980. Is now used statewide.

Materials have been revised and copyrighted for distribution outside the state of Idaho by the private contractors who developed the materials for the project.

Price: Not provided

Manual

SCHOOL PSYCHOLOGY RESOURCE MANUAL

Provides a resource for school psychologists working in Idaho schools; also to be used by special education directors, administrators, and special education teachers.

Price: Not provided

Manual

COMMUNICATION DISORDERS RESOURCE MANUAL

Provides a resource for communication disorders specialists serving speech, language, and hearing impaired students in Idaho.

Price: Not provided

Manual

ADMINISTRATIVE PROCEDURES MANUAL FOR SPECIAL EDUCATION

Assists small school districts in rural areas (where no special educators exist) in establishing compliant procedures and manuals for operating special education programs. Designed for principals and resource room teachers.

Price: Not provided

Manual

PROCEDURES MANUAL FOR SECONDARY SPECIAL EDUCATION

Assists local school districts in establishing comprehensive secondary programs for handicapped students. Designed for regular and special secondary educators, administrators, and special education directors.

Price: Not provided

Manual

RESOURCE MANUAL FOR AVAILABLE SUPPORT SERVICES

Assists rural school districts in finding support agencies and resources outside the school district to assist in the education of handicapped students. Designed for LEA personnel.

Price: Not provided

H-009

Computer
Diskette
(Written
materials
available)

COMPUTERIZED IEP DEVELOPMENT AND MONITORING PROGRAM

Designed to develop computer technology for developing and monitoring instructional programs for students. Utilizes assessment data to determine match between IEP objectives and those being accomplished; the result is an hierarchical list of objectives to be included in IEP development.

Price: Not provided

Computer
Diskette
(Written
description
available)

Designed to develop computer technology for developing and monitoring instructional programs for students. Designed to assist teacher in planning and evaluating daily instruction; teacher enters daily data on student progress; computer generates lesson plans and other hard copy information.

Price: Not provided

Computer
Diskette
(Written
description
available)

COMPUTER-ASSISTED MATH PROGRAM

Designed to develop computer technology for developing and monitoring instructional programs for students. Designed to utilize math assessment data; computer performs error analysis, then generates a remedial program for the student.

Price: Not provided.

Manual

LIST OF INSTRUCTIONAL OBJECTIVES FOR READING AND MATH, GRADES 1-6

Assists instructional personnel (teachers, administrators, curriculum coordinators) in identification and selection of appropriate instructional objectives. Presents a hierarchical list of instructional objectives for reading and math, grades 1-6.

Price: Not provided

H-010

Manual

TOTAL COMMUNICATION CHECKLIST AND ASSESSMENT

Assists teachers and speech pathologists in selecting an appropriate nonspeech communication mode for a severely multiply handicapped student. Includes a discussion of nonspeech modes, a communication checklist, assessment procedures, and interpretation guidelines.

Price: \$10.00

Videotape

THE COMPREHENSIVE COMMUNICATION CURRICULUM

Presents an overview and introduction to the Comprehensive Communication Curriculum. Designed for teachers, parents, and speech pathologists involved with severely multiply handicapped children. It is a 20-minute, color presentation.

Price: \$50.00

Manual

COMPREHENSIVE COMMUNICATION CURRICULUM GUIDE

Provides teachers and speech pathologists with guidelines for training functional communication of wants and needs to severely multiply handicapped students.

Price: \$10.00

Manual

TEACHER'S GUIDE TO FAMILY INVOLVEMENT

Provides teachers of severely multiply handicapped students with information about facilitating parental involvement in as many areas of the education of the severely multiply handicapped child as possible. Includes the advantages of family involvement, planning strategies for teachers and total family involvement, and parent group strategies.

Price: \$10.00

Manual

PARENT GUIDE: CLASSROOM INVOLVEMENT, COMMUNICATION TRAINING, AND RESOURCES

Informs and assists parents in their severely multiply handicapped child's education. Includes information about classroom involvement, communication training, legal concerns, and resources.

Price: \$10.00

Slide/Tape**PROJECT CAST SLIDE/TAPE PRESENTATION**

Utilized in awareness-level presentations given to special and career education directors, supervisors, administrators, and practitioners, community and parents, as well as student participants. Is a 10-minute presentation which provides a program justification, philosophy, and overview of each of the Project CAST components.

Price: Not provided

Newsletter**SPECIAL TIMES**

Used in creating program awareness for special and/or career education directors, supervisors, and administrators, parent and community organizations, and participants. Includes articles and highlights on current and upcoming program events and services, current career education trends, program products and materials (teacher made or commercial).

Price: Not provided

Manual**A SAMPLE PROGRAM EVALUATION PLAN**

Presents evaluation techniques used to assess program impact. Designed for special and career education directors, supervisors, administrators, practitioners, replicators, and community-based programs. Describes program evaluation for both operational and dissemination purposes. The project evaluation plan, along with sample evaluation strategies and instruments, is provided.

Price: \$3.10 + postage

Manual**PROJECT CAST PROCEDURAL HANDBOOK**

Assists in replication training and technical assistance activities. Designed for special and/or career education directors, supervisors, administrators, and practitioners. Provides information on the program philosophy, components, goals and objectives for each of the four program phases, program implementation procedures, and complete descriptions of all components.

Price: \$2.20 + postage

Manual**PROJECT CAST COMMUNITY PARTICIPATION GUIDE**

Describes procedures used to solicit community involvement in the program and methodology used to analyze community learning sites. Designed for experience-based career education programs, special and career education directors, supervisors, administrators, and practitioners. Provides in-depth information on the community components of Project CAST, levels of involvement, strategies for acquiring and maintaining community involvement, site analysis and resource development, and tips for educators.

Price: \$2.10 + postage

Manual**GAINING INFORMATION FOR EDUCATIONAL PROGRAM PLANNING**

Provides specific information on a selection of assessment instruments which may be useful in education program planning for mildly educationally handicapped secondary age students. Designed for special and career education directors, supervisors, administrators, and practitioners. Contains an annotated listing of instruments utilized to assist and assess students. Provides ordering information, target population, areas assessed, materials, format, administration, scoring and interpretation, and use of assessment information.

Price: \$1.85 + postage

**Curriculum
Format****PROJECT CAST LIFE SKILLS UNIT GUIDES**

Serves as a resource to special educators in the task of providing appropriate life skills and career development educational programming for students. Contains five content areas: Career Development, Health/Science, Math, Language Arts, and Social Studies, with 64 units of instruction. Each unit includes performance objectives and functional vocabulary. Provides multi-media resource listings for each content area.

Price: Career Development, \$1.95 + postage; Health/Science, \$2.60 + postage; Math, \$3.15 + postage; Social Studies, \$3.70 + postage; Language Arts, \$1.95 + postage; Complete set of five content areas, \$13.45 + postage.

Brochure**PROJECT CAST BROCHURE**

Designed for special and/or career education directors, administrators, and practitioners, parent and community organizations, and students. Includes the program purpose, population served, and an overview on each of four program phases.

Price: \$.80 + postage

**Folder/
Packet**

PROJECT CAST CONSUMABLE FORMS PACKET

Provides samples of project letters, notices, forms, and instruments. The Forms Packet will be utilized along with the Procedural Handbook for replication activities. Designed for special education and/or career education directors, administrators, supervisors, and practitioners. Includes samples of forms, notices, letters utilized in each of the four program phases, along with site analysis and resource development forms.

Price: \$3.00 + postage

H-012

Brochure

PROJECT BROCHURE

Provides a general overview of project activities. Contains contacts, phone numbers, location, hours, and other project information.

Price: Free

Newsletter

ADAPTOR NEWSLETTER

Informs project participants about upcoming events and reviews past activities.

Price: Free

Guide

1981 PARENTS' RESOURCE GUIDE TO PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED

Provides a comprehensive directory of the Physical Education Recreation services available to the handicapped in the Detroit area.

Price: Free

H-013

Manual

SERVING HIGH SCHOOL DROP-OUTS WITH SPECIAL NEEDS

Provides a comprehensive plan for serving drop-out handicapped youth. Includes curriculum information.

Price: Not provided

Manual**STUDENT/FAMILY CONTACTS - OSY PROGRAM**

Describes student/family contact approaches and parent involvement strategies; a manual for parents.

Price: Not provided

Brochure**OUT-OF-SCHOOL YOUTH**

Describes program.

Price: Free

Slide/Tape**HANDICAPPED OUT-OF-SCHOOL YOUTH MODEL PROGRAM**

Describes program for visitors and educational personnel.

Price: Available to be shown by our staff members.

H-015**Manual****SOCIAL EFFECTIVENESS TRAINING: A SELF-INSTRUCTIONAL MANUAL**

Trains users in 1) appropriate use of Social Effectiveness Training Curriculum; 2) use of teaching strategies; and 3) use of procedures. Designed for mental health professionals, teachers (special education and regular), school counselors, and school psychologists. Includes step-by-step activities for gaining competence in use of the program, lesson plans, procedural guidelines, activities, and relaxation scripts for 16 two-hour sessions.

Price: Not provided

Videotape**SOCIAL EFFECTIVENESS TRAINING**

Provides information on training prospective Social Effectiveness Training instructors in curriculum and teaching strategies; accompanies manual. Designed for mental health professionals, teachers (special education and regular), school counselors, and school psychologists. Is a 60-minute, 3/4" cassette containing information, demonstrations, and audience participation activities.

Price: Not provided

H-016

Brochure

THE KEY TO LEARNING IS IN THE L.O.C.

Disseminates information on the parameters of the project; serves as a model for other projects. Includes a program overview, operation, features, materials, and services.

Price: Free

Newsletter

LEARNING OPPORTUNITIES CENTER NEWSLETTER

Provides information on the project and learning disabilities for colleges and universities.

Price: Free

Videotape

TRAINING MODULES

Describes and dramatizes identification procedures, faculty and administration sensitization, orientation and intervention, counseling and independent functioning, and tutor and peer-tutor training. Accompanied by workbook.

Price: Not provided

H-017

Manual

IMPLEMENTATION GUIDE

Provides a guide for administering transition of handicapped individuals into working community; designed for vocational educators and special education schools and agencies.

Price: Not provided

H-020

Brochures

BSRU PARENT TEACHING SERIES

Provides parents with a simplified means of developing/incorporating behavioral strategies to improve their child's behavior. Designed for parents and paraprofessionals, primarily of mentally retarded children as target group, but principles relate to other populations as well.

Price: Free

H-021

Brochure

PROJECT SEED: STRUCTURED ENVIRONMENT FOR THE EMOTIONALLY DISTURBED

Promotes awareness of the project through a brief, general description. Includes elements of the program, services available, contact persons, and locations.

Price: Free

Manual

PROJECT SEED PARENT HANDBOOK

Provides parents with an overview of the program including program goals and procedures, the point system, time-out procedures, parent participation information, and a staff directory.

Price: Free

Manual

PROJECT SEED HANDBOOK

Provides specific information to those professional school personnel who may want to replicate all or part of the program. Includes information on classroom levels, a behavior management system, behavioral counseling procedures, and the parent program.

Price: Free

H-022

Curriculum

EXPLORING ME

Helps seventh, eighth, and ninth grade special education students make realistic choices when planning their future careers or jobs. Includes various exercises to help students develop self-awareness and decision-making skills. The curriculum is illustrated, is at third-fifth grade reading level, and is a consumable.

Price: \$8.50 (\$2.50 student workbook)

Brochure**YES YOU CAN: EMPLOY THE HANDICAPPED**

Provides general information to prospective employers about secondary handicapped students and the school work program, including how handicapped student workers are like other new workers and facts about student work program.

Price: Free

Handbook**WHADDA YA WANNABE WHENYA GROW UP???**

Explains vocational testing to students and parents prior to the scheduled evaluation. Parents are encouraged to bring this booklet to the evaluation results interview.

Price: \$.50

Manual**YES YOU CAN! KEYS TO OPEN EDUCATIONAL DOORS**

Provides a concise review of teaching suggestions for the following types of handicapped students: learning disabled, emotionally disturbed, visually impaired, hearing impaired, speech impaired, orthopedically and neurologically handicapped, other health impaired, and mentally retarded.

Price: \$.75

Game**SPIN-N-SOLVE**

Helps secondary students in English, social studies, or career and vocational education classes explore alternative solutions to problems involving boss, fellow worker, family, and friends. Includes a game board with spinner and situation cards.

Price: Not provided

Game**MAIL BAG**

Helps secondary students in English or social studies, as well as in career or vocational education classes. Includes a mail bag containing letters to Abe L. Worker. These letters request assistance in solving work-related problems. Answers may be written or spoken.

Price: Not provided

Training Module

"LOOK MA, I'M A CONSULTANT NOW": SPECIAL EDUCATION TEACHERS AS LEARNING CONSULTANTS

Defines a new role for special education teachers as in-house learning consultants for teachers of mainstreamed students. Emphasizes assessing, diagnosing, and responding appropriately to the needs of the classroom teacher and the student.

Price: \$100.00 per day per consultant

Training Module

KEYS TO TEST DATA DELIVERY SYSTEM FOR MAINSTREAMING STUDENTS

Introduces school personnel to a system that delivers critical assessment data to teachers of special needs students who have been mainstreamed.

Price: \$100.00 per day per consultant

Training Module

KEYS TO ESTABLISHING A VOCATIONAL ASSESSMENT SYSTEM

Trains school personnel to use vocational appraisal results in IEP development, job placement consideration, and as a basis for individual and family guidance or counseling.

Price: \$100.00 per day per consultant

Training Module

KEYS TO USING EXISTING ASSESSMENT DATA FOR PROGRAMMING

Trains school personnel to use the information contained in existing assessment data to develop IEPs for secondary students with special education needs. Links psychoeducational assessment to vocational programming.

Price: \$100. per day per consultant

Worksheet and Instructions

LEARNER PROFILE

Assists special education, regular, and vocational teachers, counselors, and administrators. Provides information about handicapped students' strengths, limitations, academic achievement levels, best methods of learning, and recommendations to the teacher.

Price: \$.10

**Worksheet and
Instructions**

VOCATIONAL PLANNING GUIDE

Provides counselors with current information on the student's career interests and plans, so that course selections provide teachers with a basis for developing curricula relevant to the student's life plans. Relates the developmental need for independence to school success. Applies equally to handicapped and nonhandicapped students. Provides information from the student's frame of reference.

Price: \$.10

Survey

LEARNING STYLE SURVEY

Acquaints students, teachers, and counselors with information regarding individual learning styles. The results of the survey help the students focus on their best method of taking in and utilizing information. Enables the teacher to have a profile of the children and youth in the classroom. (Sixty statements, fourth grade reading level, forced choice.)

Price: \$10.00 testing packet; includes 30 surveys and answer sheets, plus scoring keys

Survey

STUDENT OCCUPATIONAL INTEREST SURVEY

Assists secondary students in focusing on interesting careers. After completing this survey, the students, their parents, and school personnel will have information regarding career interests to utilize in educational programming. (Ninety statements; fourth grade reading level; forced choice; relates to 15 career clusters of U.S. Education Department.)

Price: \$5.00 testing packet; includes 30 surveys and answer sheets, plus scoring guide.

Survey

WORKER ADJUSTMENT SURVEY

Measures a potential worker's awareness of factors that influence job selection, job-handling skills, and work adjustment strategies. Survey results will assist those working with secondary students regarding their ability to make the necessary adjustment to succeed in the world of work. (One hundred statements, forced choice, easy scoring key.)

Price: \$5.00 test packet; includes 30 survey and answer sheets, plus the answer key

Manual

YES YOU CAN: ESTABLISH A VOCATIONAL EVALUATION CENTER

Acquaints school personnel with the components of a comprehensive vocational evaluation center. Includes the steps involved in establishing a vocational evaluation center for handicapped students at the secondary level.

Price: \$5.00

H-023

**Slide/Tape and
Manual Package**

THE INTERPRETER-TUTOR MODEL: IMPLEMENTING THE LEAST RESTRICTIVE ENVIRONMENT PROVISIONS OF PL 94-142

Presents one approach to implementing the LRE mandate of PL 94-142 to school districts, state departments of education, and college and university faculty. Describes the day-to-day operation of the model and shows interpreter-tutors working with LD children and teachers in a regular classroom.

Price: sale, \$150.00; rental, \$20.00/week

Manual

A TRAINING MANUAL FOR INTERPRETER-TUTORS

Designed to be used to train interpreter-tutors (aides) to work with mildly handicapped pupils in regular classrooms.

Price: Not provided

H-025

Manual

COORDINATING ACROSS CURRICULUM - FOR SECONDARY SPECIAL EDUCATION, REGULAR EDUCATION PROGRAMS

Facilitates a systematic approach for analyzing and meeting the goals set by regular classroom/special education teachers. Designed for high school resource room teachers.

Price: Not provided

H-026

Survey

ASSESSMENT OF JOB APPLICANTS

Provides a tool for finding the kind of assessment procedures which are most commonly used in the selection of entry level employees at the non-professional level. Designed for industries in Contra Costa County.

Price: Free

H-027

**Workshops,
Commercial
Materials**

BLISSYMBOLICS

Used for communication training with non-speaking, non-reading handicapped children with intellectual abilities in the TMR to normal range of intelligence. Designed for teachers, parents, and therapists.

Price: Not provided

H-028

Curriculum

**MENCH CURRICULUM TO TEACH SELF-ESTEEM, SOCIAL SKILLS,
AND SEXUALITY INFORMATION TO MODERATELY MENTALLY
RETARDED ADOLESCENTS**

Provides teachers of mildly to moderately mentally retarded adolescents a curriculum for teaching self-esteem, social skills, and sexuality information through the context of a self-esteem approach.

Price: Not provided

H-029

Magazine

ASPEN GLOW

Is a student-produced magazine about handicapped people and services available to the handicapped. Designed for the general public and special and regular educators.

Price: \$5.00 for subscription

Contact: Aspen Glow, Kathi Pripish, 2402 W. Alamo,
Littleton, CO 80120

Magazine

WICK WIRE

Is a student-produced magazine about handicapped people and services available to the handicapped. Designed for the general public and special and regular educators.

Price: \$5.00 for subscription

Contact: Wick Wire, Pat Manzanares, Centennial High School,
2525 Mountain View, Pueblo, CO 81008

H-030

Film,
Videocassette

FULFILLMENT OF HUMAN POTENTIAL

Illustrates the process of teacher sensitization to the handicapped child; specific strategies for teaching science and art to deaf, blind, disturbed, and otherwise handicapped children; and adapting and implementing an extensive elementary school science and art curriculum in a mainstream setting. Film is 18 minutes, color, 16mm.

Price: Film-sale, \$315, rental, \$32; Videocassette-sale, \$240

Film,
Videocassette

MAINSTREAMING TECHNIQUES: LIFE SCIENCE AND ART

Illustrates the involvement activities, the interactions, and the responses of handicapped (blind, deaf, and disturbed) children in a mainstreamed life science and art program. Featured are classroom experiments, including suggestions for adaptation in teaching strategy and equipment modification to provide for individual modes of learning. Film is 18 minutes, color, 16 mm.

Price: Film-sale, \$315, rental, \$32; Videocassette-sale, \$240

Film,
Videocassette

SPECIAL EDUCATION TECHNIQUES: LABORATORY, SCIENCE AND ART

Specific curriculum design and development are discussed as blind children are introduced to scientific concepts and processes through first-hand experiences, made possible by the special adaptations of equipment and teaching strategies. Film is 24 minutes, color, 16 mm.

Price: Film-sale, \$395, rental, \$39; Videocassette-sale, \$295

Book**LABORATORY SCIENCE AND ART FOR BLIND, DEAF, AND EMOTIONALLY DISTURBED CHILDREN — A MAINSTREAMING APPROACH**

Presents a tested series of lessons in laboratory sciences and art for mainstreamed classes (grades K-6) where there are deaf, blind, and emotionally disturbed children of normal intelligence. Provides complete background for adaptation of science and art lessons for teaching children with special needs. Materials are based on the standard elementary school science curricula and can be readily adapted to the special needs of individual class situations. Science and art lessons are integrated to complement each other and to demonstrate the inherent relationship of art and science.

Price: \$24.50

Contact: University Park Press, 233 East Redwood St.,
Baltimore, MD 21202

H-031

**Manual,
Training Guide,
and Slide
Presentation**

SETTING UP AN EMOTIONALLY HANDICAPPED MODEL PROGRAM

Provides information on motivating parents to attend group, communications skills, parent training, family support, and therapy. Designed for counselors, school psychologists, and mental health therapists.

Price: Not provided

Manual

PARENT TRAINING HANDBOOK-REVISED

Provides information on motivating parent involvement. Designed for counselors, school psychologists, and mental health therapists.

Price: Not provided

Manual

COUNSELING GROUPS FOR CHILDREN WITH EMOTIONAL AND BEHAVIORAL DIFFICULTIES

Provides information on starting, implementing, and evaluating emotionally handicapped children's groups. Designed for counselors, school psychologists, and mental health therapists.

Price: Not provided

Videotape

CLASSROOM MANAGEMENT

Demonstrates management methods and effective instructional approaches for exceptional child teachers and counselors.

Price: Not provided

H-034

Brochure

WINNEBAGO BEHAVIOR ANALYSIS PROGRAM SUMMARY

Provides a description of the purpose, methods, and goals of the project and HCMP in general for administrators and professional staff.

Price: Not provided

Manual

WINNEBAGO SCHOOL DISTRICT SPECIAL EDUCATION PROCEDURES

Enables administrators and professional staff to screen, place, teach, and evaluate students in accordance with those federal and Nebraska State laws which govern the rights of the handicapped and/or Indian child and available services. Includes the procedures followed by the Winnebago School District with regard to special education, and a parent-rights handbook.

Price: Not provided

Manual

WINNEBAGO CURRICULUM MANAGEMENT SYSTEM

Enables administrators and professional staff to reproduce this system or produce a similar system for a different set of curricula. Includes specific curriculum progress guides and teacher training manuals, plus explanation of goals and administrative procedures.

Price: Not provided

Manuals**WINNEBAGO FAMILY TRAINING PROGRAM**

Enables in-school personnel to reproduce the Winnebago Family Training Program — either the total program or one of its components. Composed of: 1) Home Tutoring Manual: includes detailed instructions (for school personnel) for setting up and implementing a home-tutoring program (reading and math) that correlates with student's changing skill levels, tutor-training instructions, tutoring procedures, and handy "parent reminders;" and 2) Daily Report Card Program Manual: includes detailed instructions for setting up and implementing a behavior management program for problem students (K-12) which involves little extra teacher time even when parent participation is minimal. The manual includes training procedures (for home and school participants) and sample materials for use throughout the program..

Price: Not provided

H-036

Curriculum**TIDE CURRICULUM**

Decategorizes educational programming for SPH children and focuses attention on education needs. Presents objectives and content in separate packages to be subsequently integrated. Designed for teachers, occupational therapists, physical therapists, and multi-disciplinary personnel, and must be used with the planning model.

Price: Not provided

Paper/Manuals**TRANSDISCIPLINARY PLANNING MODEL**

Provides a system for implementing IEPs which reflects input from a variety of professionals involved with SPH students. Includes a schematic flow chart depicting the transdisciplinary planning process for development of educational objectives of SPH students.

Price: Not provided

Manual**TIDE IEP EVALUATION SYSTEM**

Describes a system for evaluating the quality of objectives of IEPs according to seven criteria. Includes grids and a descriptive code system.

Price: Not provided

H-040

Manual

A REFERRAL GUIDE FOR USEFUL EVALUATION OF CHILDREN

Provides a procedure to evaluate referral concerns and identify appropriate goals for evaluation between school, family, and evaluation center. Designed for school districts, agencies, evaluation centers, and families. Includes a step-by-step process to identify referral concerns, with accompanying forms for organizing concerns and developing goals for evaluation service.

Price: Not provided

H-042

**Manuals,
Testing Kit,
Handbook**

PRIMARY EDUCATION PROGRAM (PEP)

Used by practitioners, researchers, and curriculum developers; the purpose of the PEP curriculum is to teach students 1) skills and concepts underlying successful school performance in the basic skills, and 2) skills that enable students to gain increasing independence in planning and carrying out their learning. Provides explicit implementation procedures for 1) designing the learning environment, 2) using diagnostic tests and other learning materials, and 3) managing the instructional learning process. Includes an introductory handbook and manuals on the Classification and Communication Skills curriculum, the Quantification Skills curriculum, the Exploratory Learning curriculum, and the Self-Schedule System.

Price: \$199.95.

Contact: Mafex Publishers, Inc., 90 Cherry St., Box 519,
Johnstown, PA 15907

Article

ADAPTIVE INSTRUCTION: BUILDING ON DIVERSITY

Describes for practitioners and curriculum developers the essential characteristics of adaptive instructional programs, especially in terms of the practical problems involved in implementing such programs in classroom settings.

Price: \$1.50

Research Paper

MAINSTREAMING EXCEPTIONAL CHILDREN: SOME INSTRUCTIONAL DESIGN AND IMPLEMENTATION CHARACTERISTICS

Presents for researchers and the academic community the rationale and design of the Adaptive Learning Environments Model and recommends its use as an alternative educational intervention program for effectively mainstreaming exceptional children in regular full-time classrooms.

Price: \$1.50

H-043

Brochure

INSTRUMENTAL ENRICHMENT PROJECT

Provides an overview of the Instrumental Enrichment program and of the research project for teachers, professionals, school administrators, and parents.

Price: Free

Newsletter

INSTRUMENTAL ENRICHMENT PROJECT

Communicates with teachers of Instrumental Enrichment, principals of schools with Instrumental Enrichment classes, and school administrators involved in Instrumental Enrichment at various research sites. Includes overview of current project status, contributions by teachers and by students, and research results.

Price: Free

H-044

Brochure

EMPLOY... A MODEL FOR PREVOCATIONAL/VOCATIONAL EDUCATION

Provides an overview of prevocational/vocational program for behavior disordered teenagers at Crockett Academy.

Price: Free

Brochure

CROCKETT ACADEMY... SPECIAL RESIDENTIAL SCHOOL FOR YOUTH

Provides an overview of the residential program at Crockett Academy for behavior disordered teenagers.

Price: Free

H-045

Manual

DIRECTORY OF SERVICES FOR SOUTHWEST VIRGINIA

Provides information regarding resources for handicapped children; designed for child service providers and parents. Is a guide to over 300 individuals and agencies which provide services for handicapped children and their families in Southwest Virginia.

Price: Not provided

Newsletter

MODEL FORUM

Provides news and information about the model project and information to parents about their child's handicapping condition. Designed for child service providers and parents. Contains information regarding special education within area served by project.

Price: Not provided

Curriculum

AFFECTIVE CURRICULUM

Provides objectives and instructional strategies for handicapped children, ages 2-8, in social behaviors. Designed for teachers and child service providers.

Price: Not provided

Report

EVALUATION REPORT OF RURAL SERVICE PROVIDERS

Defines and discusses characteristics of child service providers and obstacles to providing full educational services to handicapped children in rural areas. Designed for child service providers and administrators. Consists of data compiled from over 250 interviews with child service providers and parents of handicapped children in southwest Virginia.

Price: Not provided

Manual**THE HANDLING MANUAL**

Illustrates appropriate carrying and positioning activities for cerebral palsied children. Activities of daily living are emphasized. Designed for parents and child service providers. Includes sequentially arranged instructions with accompanying illustrations aimed at facilitating daily care for cerebral palsied children.

Price: Not provided

H-046**Monograph****INSTRUCTIONAL PROGRAMMING FOR SEVERELY HANDICAPPED YOUTH: A COMMUNITY INTEGRATION APPROACH**

Designed to help teachers and other practitioners concerned with developing and implementing appropriate and functional curricula for severely and profoundly handicapped youth.

Price: Not provided

Newsletter**SOUNDINGS FROM RICHMOND SECONDARY PROJECT**

Presents project activities.

Price: Not provided

H-047**Manual and
Instructor's
Guide****PARENT AND PREVENTION TRAINING MANUAL**

Trains parents in understanding and use of interventions being offered to their children in Teaching-Parent homes; increases skills in behavior management and problem solving; teaches skills for maintaining child's gains. Designed for organizations offering Teaching-Parent services with goal of returning youth to own family or maintaining youth in least restrictive environment. Includes information on teaching interactions, rebuilding positive relations, use of negotiation, and contracting approaches to solving family problems.

Price: Not provided

**Manual,
Sample
Applications****INTERAGENCY COORDINATION**

Provides detailed information on how to become a Licensed Child Placing Agency certified by Department of Corrections and/or approved by Department of Education for placement of children. Designed for residential and private day schools.

Price: Not provided

**Manual,
Videotapes**

TEACHING PARENT TRAINING MANUAL AND INSTRUCTOR'S GUIDE

Prepares Teaching-Parents for placement of special education youth in their homes; training and practice in Teaching-Parent skills in instructing (TIs), counseling, relationship building, and use of motivation systems. Includes: 1) chapters and supplements providing cognitive understanding of Teaching-Parent skills, 2) chapters outlining core information to be transmitted during classes and structuring role play practices, and 3) visual models for role play practice.

Price: Not provided

Manual

RECRUITMENT AND SELECTION OF PARENTS

Presents practical strategies for recruiting and provides techniques for screening and evaluating prospective Teaching-Parents. Designed for residential schools, child placing agencies, group home programs, and private special education day schools. Includes step-by-step guides and examples of recruiting materials, assessment guides, and instruments to use when selecting Teaching-Parents plus instructions for use.

Price: Not provided

Manual

CHILD SUPPORT SERVICES

Provides instruction to ensure that the medical, educational, social, emotional, and recreational needs of children are met. Designed for persons involved in specialized foster care, residential programs, and schools. Describes the use of agencies and community programs for the child's benefit; practical guide for establishing childrens' basic support services.

Price: Not provided

H-048

Manual, Tests

ASSESSMENT OF BASIC COMPETENCIES

Provides schools with a manual and tests to assess mastery of Vermont Basic Competencies required for high school graduation.

Price: \$10.00

Contact: Model Demonstration Center, Maureen Charon, South Burlington High School, Dorset Street, South Burlington, VT 05401.

**Slide/Tape,
Brochure**

THE BC BLUES

Provides a seven-minute introduction to the resources of the Center for potential replicators.

Price: \$20.00

H-053

Slide/Tape

LEARNING DISABILITIES IN THE CLASSROOM

Explains ramifications of learning disabilities in post-secondary learning disabled students.

Price: Not provided

Contact: Jerry Hostettler, Morris Library, Room 008,
Southern Illinois University, Carbondale, IL 62901.

Videotape

TUTORS-THE CRITICAL LINK

Informs junior college personnel of logistics involved in starting a program for learning disabled college students, specifically as pertains to special tutorial services.

Price: Not provided

Videotape

REMEDIAL MINI-COURSES

Informs junior colleges of logistics in starting a program for learning disabled college students, specifically as pertains to establishment of remedial "mini-courses."

Price: Not provided

Videotape

FRESHMAN ENGLISH AND PROJECT ACHIEVE

Informs consortium college personnel of procedures for implementing programs for learning disabled college students, specifically as related to remediation in freshman English, writing lab, etc.

Price: Not provided

Videotape

DIAGNOSTIC ASSESSMENT OF LEARNING DISABLED COLLEGE STUDENTS

Describes tests used in psychoeducational evaluation, helps others decide which instruments to use, and indicates patterns of performance of learning disabled students. Designed for professionals working with special populations at the college level.

Price: Not provided

Videotape

TYPING KEYS PROGRAM

Informes representatives from junior colleges of the advantages of using the Typing Keys Program as remediation tool. Emphasizes repetition, visual, auditory, and kinesthetic modalities.

Price: Not provided

H-055

Curriculum

DRUGS: USE AND ABUSE

Introduces students to basic facts about drug use and abuse and increases students' awareness of decision-making related to drug use (peer pressure, legal issues, etc.). Designed for students reading at approximately the 5th grade level. Includes brief chapters on specific drugs (alcohol, tobacco, marijuana, etc.) and review exercises, written and oral, after each chapter. Includes a chapter for teachers. Project is using the book for the second year with our students and is interested in agencies willing to test materials.

Price: \$3.50 students, \$6.00 agencies

Manual

HANDBOOK FOR EVALUATING CHILDREN'S DEVELOPING INTERPERSONAL NEGOTIATION STRATEGIES

Designed to help teachers and/or counselors use developmental descriptions of interpersonal behavior to assess, -evaluate, and improve student's social interaction skills. Contains: 1) rationale and overview, 2) descriptors of social negotiation strategies, and 3) coding procedures to use the manual as an assessment tool. Project is interested in agencies willing to help field-test the manual.

Price: Not provided

Manual

SEX EDUCATION FOR SPECIAL NEEDS YOUTH: AN INTRODUCTION

Provides rationale and curriculum guide for educators and counselors interested in sex education programs for special needs youth. Contains: 1) overview and rationale for relationship between sex education and decision-making skills, 2) goals and activities for sex education program, 3) behavior management techniques, and 4) evaluation strategies.

Price: Not provided

H-059

Manual

DESCRIPTION OF PROJECT RURAL

Describes in detail the major components necessary for a handicapped children's program in rural areas. Includes policies and procedures for special education cooperatives, staffing and administrative procedures, curriculum strategies, Native American alternatives, and staff training through telecommunications. Designed for training personnel, administrators, and curriculum specialists.

Price: Not provided

H-065

Brochure

EXPERIENCE-BASED CAREER EDUCATION TOGETHER (EBCET): BRIDGING THE GAP

Provides a brief overview of EBCET, including a basic outline of the program organization and objectives.

Price: Free

Manual

EXPERIENCE-BASED CAREER EDUCATION TOGETHER (EBCET): INSERVICING MANUAL

Introduces special educators to EBCET model and non-special educators to special education.

Price: Not provided

Manual**EXPERIENCE-BASED CAREER EDUCATION TOGETHER (EBCET):
PRESENTATION PACKAGE**

Provides information on the major components of EBCET, the population to be served, selection procedures, assessment tools and/or techniques, academic correlation and resource site recruit process. Used to present EBCET model to 40 school district consortium, school administrators, high school resource teachers, and resource site personnel.

Price: Not provided

H-066**Newsletter****COMMUNITY-BASED INSTRUCTIONAL PROGRAM TRENDS
NEWSLETTER**

Provides information on the Community-Based Instructional Program activities, goals and objectives, and a forum for parents and relatives and professionals to express views. Designed for community residents and businesses, educators, parents and families, and service agencies.

Price: Not provided

Special Needs Programs

Project Code
Product Format

Product Title

S-022

Curriculum

CURRICULAR STRATEGIES THAT CAN BE USED TO TRANSITION SEVERELY HANDICAPPED STUDENTS FROM SCHOOL TO NONSCHOOL AND POSTSCHOOL ENVIRONMENTS

Assists teachers and teacher trainers in providing quality educational services to severely handicapped students. Supervisors and administrators may also use this.

Price: \$9.00

Curriculum

CURRICULAR STRATEGIES FOR TEACHING ADOLESCENT AND YOUNG ADULT SEVERELY HANDICAPPED STUDENTS TO PERFORM FUNCTIONAL SKILLS IN SCHOOL AND NONSCHOOL ENVIRONMENTS

Assists teachers and teacher trainers in providing quality educational services to severely handicapped students. The curriculum includes strategies for teaching recreation/leisure and vocational skills, use of the principle of partial participation and individualized adaptations, evaluation of educational programs, and issues of policy and law.

Price: \$9.00

Curriculum

STRATEGIES FOR TEACHING CHRONOLOGICAL AGE-APPROPRIATE FUNCTIONAL SKILLS TO ADOLESCENT AND YOUNG ADULT SEVERELY HANDICAPPED STUDENTS (VOL. IX)

Assists teachers and teacher trainers in providing quality educational services to severely handicapped students; supervisors and administrators may also use this. This curriculum includes strategies for teaching to current and subsequent environments, generating IEPs, teaching domestic and vocational skills, teaching shopping in supermarkets and use of vending machine skills, and using job inventory strategies.

Price: \$9.00

255

S-024

Brochure

HOONANEA: OPPORTUNITIES FOR ENJOYMENT AND CHOICE

Provides a project description for teachers, parents, administrators, and special educators.

Price: Free

Teacher's
Manual and
Curriculum

HOONANEA LEISURE ACTIVITIES TRAINING PROGRAM

Provides teachers, parents, other potential users with all information necessary to establish a leisure activity training component for severely handicapped youth. Leisure curriculum contains task analyzed skill sequences, teaching procedures, and related information necessary for establishing the curriculum as part of a classroom's educational program. Has been field validated.

Price: Not provided

S-025

Slide/Tape

A PROCESS-ORIENTED PROGRAM FOR THE SEVERELY HANDICAPPED ADOLESCENT

Provides a brief overview of the critical elements in the process-oriented educational program. Informs audience about the nature of the program and encourages readers to request additional materials that will provide more detailed descriptions of specific model components and enable them to adopt some or all of this model.

Price: Not provided

Monograph

A PROCESS-ORIENTED PROGRAM FOR THE SEVERELY HANDICAPPED ADOLESCENT

Presents a written overview of the process-oriented model program. Introduces potential users of this model to each of its major components and provides an understanding of the rationale underlying these components and the way in which these components are related to one another in a total program.

Price: Not provided

**Manual and
Cassette**

**PROGRAM MODULE PACKETS: PREVOCATIONAL SKILLS
MODULE, INDEPENDENT/SOLITARY LEISURE SKILLS MODULE,
SOCIAL/GROUP LEISURE SKILLS MODULE**

These modules provide sufficient descriptive information to allow others to replicate skill training activities and to generate additional activities within each skill area which conform to the basic principles of process-oriented programming.

Price: Not provided

Manual

**A SYSTEM FOR NON-OBTRUSIVE DATA COLLECTION AND
MANAGEMENT IN THE PROCESS-ORIENTED CLASSROOM**

Provides sufficient rationale and specific procedural information to allow others to use project's data management procedures and to adapt these to other programs.

Price: Not provided

**Manual and
Test Protocol
with Profile
Forms**

GENERIC SKILLS ASSESSMENT INVENTORY

Presents general skills assessment forms and procedures. Inventory includes four different domains -- Expressive Communication, Dyadic Interaction, Object Relations, and Symbolic Functions -- and a total of 87 different items.

Price: Not provided

Manual

**ENGINEERING A PROCESS-ORIENTED EDUCATIONAL PROGRAM
FOR THE SEVERELY HANDICAPPED ADOLESCENT**

Contains a compilation of all the materials and equipment which were either developed by this project or adopted and adapted for use with severely handicapped, nonverbal students.

Price: Not provided

S-026

Slide/Tape

THE VOCATIONAL HABILITATION PROJECT: OVERVIEW

Provides overview of project philosophy, objectives, and activities. Shows severely handicapped institutionalized clients participating in vocational assessment and training activities in community settings.

Price: Not provided

Manual**IMPLEMENTOR'S MANUAL AND RESOURCE GUIDE**

Provides the philosophy, rationale, and procedures developed by the project for implementing community-based vocational assessment, training, and placement. Designed for personnel involved in programming for severely handicapped youth and parents. Includes the purpose of, steps, and procedures necessary for implementing the project's model. Also includes instructions and formats for record keeping and data collection.

Price: Not provided

S-027**Videotape****ASSESSING AND DEVELOPING THE COMMUNICATION ABILITIES OF DEAF-BLIND CHILDREN**

Describes the philosophical base and project components of the Deaf-Blind Model Project at New York University. Designed for personnel working with deaf-blind students. Introduces the viewers to the project and provides a brief explanation of the assessment instrument and curriculum utilized in the project.

Price: Not provided

Curriculum**ASSESSMENT-INTERVENTION MODEL FOR DEAF-BLIND STUDENTS**

Provides a comprehensive program of personal-social skills which will assist personnel working with deaf-blind children to assess the students' skills, to plan and implement appropriate programming, and to evaluate student progress. The Personal-Social Program curriculum has seven skill areas. Each skill area has three phases: Initial Assessment, Curriculum Activities, and Monitoring Progress. The format is that of an Individual Education Program, which assists the teacher in developing the student's IEP. Emphasis is also on communication. Currently being field tested at three schools (36 students involved).

Price: Not provided

Annotated Bibliography**EDUCATING DEAF-BLIND CHILDREN: REVIEW OF RESEARCH AND OPINION**

Provides an annotated bibliography of pertinent research and literature for personnel working with deaf-blind students. More than 300 sources are included.

Price: Not provided

S-028

Manual

GENERAL CASE SCREWDRIVER USE, WRENCH USE, PLIERS USE, PRECISION PLACEMENT, ADVANCED ASSEMBLY, WORKSHOP I & II, CLEANING I & II

Provides direct general case instruction on specific tools found in potential jobs; designed for secondary special education teachers of the severely handicapped. Includes instructional programs based on general case programming strategies.

Price: Not provided

Manual

RESOURCE BOOK OF VOCATIONAL ACTIVITIES

Provides secondary special education teachers with a variety of ideas for materials and settings for vocational training.

Price: \$1.25

S-029

Curriculum

THE TEACHING RESEARCH CURRICULUM FOR HANDICAPPED ADOLESCENTS AND ADULTS WITH ADAPTATIONS FOR SENSORY IMPAIRED: PERSONAL HYGIENE

Provides ready-made task-analyzed behavioral objectives and teaching strategies for teaching personal hygiene skills to adolescents and adults who are moderately and severely handicapped. Includes specific adaptation suggestions for deaf-blind. Designed for teachers, group home staff, institutional staff, and others who use the individualistic prescriptive program approach. Includes 52 task-analyzed skill sequences for bathing/washing, hair care, oral hygiene, menstrual care, shaving, nail care, and use of make-up. Includes complementary information for each skill: prerequisite skills, suggested materials, and teaching notes. Deaf-blind adaptations have been field tested in Oregon, Alaska, and Utah.

Price: \$10.00

S-032

Manual

MANUAL FOR ASSESSMENT OF VISUAL EFFICIENCY IN SH/DB STUDENTS

Provides teachers with assessment strategies to share with eye specialists; provides curricular strategies for establishing functional vision use in classroom. Provides series of single session assessments to evaluate five classes of visual behavior. Presents data-based curricular programs and strategies for establishing use of vision. Developed with SH/DB students. Field-tested with 25 SH/DB teachers.

Price: Not provided

Manual

AUDITORY ASSESSMENT AND PROGRAMMING MANUAL FOR SH/DB STUDENTS

Provides teachers/therapists with basic information about hearing and makes available programming and assessment procedures for evaluating/teaching functional hearing use. Basic information about audition is provided. Informal assessment techniques are described. Formal data-based programs to prepare students for audiometric evaluation are included. Manual is data-based; development data are included.

Price: Not provided

S-033

Slide/Tape

SPECIAL FRIENDS PROGRAM

Introduces the Special Friends component of the project. Designed for handicapped and nonhandicapped students, parents, teachers, and school personnel. Describes the Special Friends Program in each school and encourages the audience to consider becoming a Special Friend to a handicapped student.

Price: Not provided

Brochure

HAWAII INTEGRATION PROJECT BROCHURE

Presents a summary of the project goals and activities for LEA and SEA school personnel and special and regular education teachers.

Price: Free

S-037

Book

INDIVIDUALIZED ASSESSMENT AND TREATMENT FOR AUTISTIC AND DEVELOPMENTALLY DISABLED CHILDREN, VOL. III, HOME PROGRAMS

Helps teachers and other professionals construct home programs for parent use. Indexed by behavioral characteristics of students; includes a series of activities with instructions for parents.

Price: \$15.00-\$20.00

S-040

Brochure

SPARK: SPECIALIZED PARENT APPROACH TO RECEIVING KNOWLEDGE

Announces Project SPARK, services provided, and deaf-blind center participants. Includes project goals, purpose, philosophy, participants, and workshop information.

Price: Not provided

S-041

Curriculum

TEACHING RESEARCH CURRICULUM FOR HANDICAPPED ADOLESCENTS AND ADULTS: PERSONAL HYGIENE

Provides task-analyzed behavioral objectives for teaching essential and desirable personal hygiene skills to moderately-severely retarded. Deaf-blind adaptations are included. Designed for teachers, parents, home-providers, and activity center staff.

Price: \$10.00

Contact: Bernie Samples, Teaching Research Publications,
Monmouth Ave. S., Monmouth, OR 97361

Curriculum

ASSOCIATED WORK SKILLS CURRICULUM

Provides information systems and tools to teachers and vocational trainers of deaf-blind and moderately-severely handicapped.

Price: Not provided

Contact: Bernie Samples, Teaching Research Publications,
Monmouth Ave. S., Monmouth, OR 97361

S-044

Curriculum

FUNCTIONAL LIVING CURRICULUM: SEX EDUCATION, LEISURE TIME, AND HOMEMAKING

Provides a process-oriented curriculum for severely handicapped students. Includes functional living skills: sex education, independent living, and recreational-leisure access.

Price: \$3.00

**Videotape
and Slides**

COMMUNITY-BASED WORK AND INDEPENDENT LIVING TRAINING

Provides overview of this project's work and living environment training for severely disabled deaf-blind adolescents. Designed for teachers, vocational trainers, and rehabilitation professionals.

Price: Not provided

Learning Disabilities Research Institutes

Project Code
Product Format

Product Title

L-001

Papers

THE SOCIO-EMOTIONAL SIDE OF LEARNING DISABILITIES

J.H. Bryan and T. Bryan
Behavioral Disorders, 1977, 2, 141-145.

FEMALE ADULTS' IMMEDIATE IMPRESSIONS OF LEARNING DISABLED CHILDREN

Paper #3
J.H. Bryan and B. Perlmutter
Journal of Learning Disabilities Quarterly, 1979, 2, 80-88.

LEARNING DISABILITIES AND ATTRIBUTIONS: UPDATE ON SELF-CONCEPT

Paper #10
T.H. Bryan
Paper presented to the meeting of the Wisconsin Association for Children with Learning Disabilities, October 1978.

COMMUNICATION PROBLEMS OF LEARNING DISABLED CHILDREN

Paper #11
T.H. Bryan
Bulletin of the Orton Society, XXIX, 1979.

LEARNING DISABLED CHILDREN'S CLASSROOM BEHAVIORS AND TEACHER-CHILD INTERACTION

Paper #12
T.H. Bryan
Journal of Pediatric Psychology, 1979, 4, 233-246.

SOCIAL INTERACTION OF LEARNING DISABLED CHILDREN

Paper #13
T.H. Bryan and J.H. Bryan
Learning Disabilities Quarterly, 1978, 1, 33-39.

LINGUISTIC, COGNITIVE, AND SOCIAL ANALYSIS OF LEARNING DISABLED CHILDREN'S INTERACTION

Paper #14
T.H. Bryan and S.W. Pflaum
Learning Disabilities Quarterly, 1978, 1, 70-79.

**SYNTACTIC AND PRAGMATIC FEATURES OF LEARNING
DISABLED CHILDREN'S COMMUNICATION**

Paper #15

T.H. Bryan and M. Donahue

Paper presented to the conference of the American Educational
Research Association, San Francisco, April 1979.

COMMUNICATION IN SOCIAL INTERACTION

Paper #16

T.H. Bryan

Paper presented to the Association for Children with Learning
Disabilities, San Francisco, March 1979.

**A PRAGMATIC ANALYSIS OF THE LANGUAGE OF NORMAL AND
LEARNING DISABLED CHILDREN**

Paper #17

M. Donahue and T.H. Bryan

**HESITATION PHENOMENA IN THE SPEECH OF NORMAL AND
LEARNING DISABLED CHILDREN**

Paper #18

M. Donahue

**DO LEARNING DISABLED CHILDREN HAVE A MEMORY
PROBLEM? LOGICAL AND METHODOLOGICAL CONSIDERATIONS
AND EMPIRICAL RESULTS**

Paper #19

M.S. Humphreys and J. Hall

Paper presented to the 1979 meetings of the Association for Children
with Learning Disabilities, San Francisco, March 1979.

**ORAL READING BEHAVIORS OF LEARNING DISABLED CHILDREN
IN TWO SOCIOECONOMIC GROUPS**

Paper #22

S.W. Pflaum

Paper presented to the American Educational Research Association,
San Francisco, April 1979.

**RELATIONSHIPS AMONG ORAL READING, COMPREHENSION, AND
READING ACHIEVEMENT IN LEARNING DISABLED AND
NONDISABLED ELEMENTARY READERS**

Paper #23

S.W. Pflaum

Paper presented at the International Reading Association, Atlanta,
April 1979.

**SOME PERSONAL AND SOCIAL EXPERIENCES OF LEARNING
DISABLED CHILDREN**

Paper #24

T.H. Bryan and J.H. Bryan, in B.K. Keogh (Ed.), Advances in Special
Education, Greenwich, CT: J.A.I. Press, in press.

**SELF-CONCEPTS AND LOCUS OF CONTROL OF LEARNING
DISABLED CHILDREN**

Paper #25

T.H. Bryan and R. Pearl

Journal of Clinical Child Psychology, 1979, 8, 223-226.

**CLOSE ENCOUNTERS WITH THE DEFINITION OF LEARNING
DISABILITIES**

Paper #26

T.H. Bryan

Paper presented to the North Carolina Association for Children with Learning Disabilities, Winston-Salem, February, 1980.

**LEARNING DISABLED CHILDREN'S ATTRIBUTIONS FOR SUCCESS
AND FAILURE**

Paper #28

R. Pearl, T.H. Bryan and M. Donahue

Learning Disabilities Quarterly, 1980, 3, 3-9.

**INDIVIDUAL AND GROUP DIFFERENCES IN LONG-TERM
RETENTION IN RELATION TO EARLY SCHOOL ACHIEVEMENT**

Paper #32

J. Hall, M.S. Humphreys and K. Wilson

Submitted for publication.

**INCOMPLETE ENCODING AND SUSCEPTIBILITY TO
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PROBLEMS**

Paper #33

M.S. Humphreys, J. Hall and K. Wilson

Unpublished Manuscript.

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Paper #34

S.W. Pflaum

The Reading Teacher, 1979, 33, 278-284.

**THE INFLUENCE OF BLACK ENGLISH PRONUNCIATION ON
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READERS**

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S. Burke, S.W. Pflaum, and J.D. Knafle

Journal of Learning Disabilities, in press.

ORAL READING IN THE LEARNING DISABLED

S. Pflaum and T. Bryan

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S. Pflaum

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S. Pflaum and E. Pascarella

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THE INFLUENCE OF PUPIL BEHAVIORS AND PUPIL STATUS FACTORS ON TEACHER BEHAVIORS DURING ORAL READING LESSONS

S. Pflaum, E. Pascarella, M. Boswick, and C. Auer

Journal of Educational Research, 1980, 74, 99-105.

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S. Pflaum, E. Pascarella, C. Auer, L. Augustyn, and M. Boswick
Submitted for publication.

THE EFFECTS OF TRAINING IN SENTENCE CONSTRUCTION ON THE COMPREHENSION OF LEARNING DISABLED CHILDREN

C. White, E. Pascarella, and S. Pflaum

Journal of Educational Psychology, in press.

THE INTERACTION OF CHILDREN'S ATTRIBUTIONS AND LEVEL OF CONTROL OVER ERROR CORRECTION IN READING INSTRUCTION

E. Pascarella and S. Pflaum

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S. Pflaum and E. Pascarella

Paper presented at the National Reading Conference, 1980.

LEARNING DISABLED CHILDREN'S COMMUNICATIVE COMPETENCE ON REFERENTIAL COMMUNICATION TASKS

T. Bryan, M. Donahue, and R. Pearl

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T. Bryan, M. Donahue, and R. Pearl

Topical Issues in Learning and Learning Disabilities, in press.

ORAL READING RESEARCH AND THE LEARNING DISABLED

S. Pflaum and T. Bryan

Topical Issues in Learning and Learning Disabilities, in press.

ATTRIBUTIONS FOR SUCCESS AND FAILURE: THE "BLACK HOLE" IN SPECIAL EDUCATION

T. Bryan and R. Pearl

Pennsylvania Resources and Information Center for Special Education
Reporter, November, 1980.

TEACHERS' EVALUATIONS OF LEARNING DISABLED CHILDREN
T. Bryan, R. Pearl, D. Zimmerman, and F. Mathews.
In preparation.

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ACADEMIC STATUS, ACHIEVEMENT ATTRIBUTIONS, AND
PREDICTIONS FOR FUTURE SUCCESS**
G. Dunn, R. Pearl, and T. Bryan
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M. Donahue, R. Pearl, and T. Bryan.
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R. Pearl, T. Bryan, and A. Herzog
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R. Pearl, M. Donahue, and T. Bryan

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J. Bryan and R. Sherman
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J. Hall
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A. Lund, J. Hall, M. Humphreys, and K. Wilson
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J. Hall and K. Wilson
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REQUESTING STRATEGIES OF LEARNING DISABLED CHILDREN.

M. Donahue
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LEARNING DISABLED CHILDREN'S COMMUNICATIVE COMPETENCE

T. Bryan, M. Donahue, and R. Pearl
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SOCIAL BEHAVIORS OF LEARNING DISABLED CHILDREN

J.H. Bryan, in J. Gottlieb (Ed.), Current Research and Applications in Learning Disabilities. Baltimore: University Park Press, in press.

Newsletter

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**Research
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**AN INVESTIGATION OF THE DEMANDS ON ORAL LANGUAGE
SKILLS OF LEARNING DISABLED STUDENTS IN SECONDARY
CLASSROOMS**

Research Report #1

M.R. Moran, January 1980.

**IDENTIFICATION OF LEARNING DISABLED ADOLESCENTS: A
BAYESIAN APPROACH**

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G.R. Alley, D.D. Deshler, and M.M. Warner, January 1980.

IDENTIFICATION DECISION: WHO IS THE MOST CONSISTENT?

Research Report #3

G.R. Alley, D.D. Deshler, and D.F. Mellard, January 1980..

**DEVELOPMENT AND VALIDATION OF AN OCCUPATIONAL SKILLS
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Research Report #4

R.M. Mathews, P.L. Whang and S.B. Fawcett, January 1980.

**BEHAVIORAL ASSESSMENT OF OCCUPATIONAL SKILLS OF LD
ADOLESCENTS**

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R.M. Mathews, P.L. Whang and S.B. Fawcett, January 1980.

**BEHAVIORAL ASSESSMENT OF JOB-RELATED SKILLS:
IMPLICATIONS FOR LD YOUNG ADULTS**

Research Report #6

R.M. Mathews, P.L. Whang and S.B. Fawcett, January 1980.

**FORMAL REASONING ABILITIES OF LD ADOLESCENTS:
IMPLICATIONS FOR MATHEMATICS INSTRUCTION**

Research Report #7

T. M. Skrtic, January 1980.

**THE REGULAR CLASSROOM INTERACTIONS OF LD
ADOLESCENTS AND THEIR TEACHERS**

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T. M. Skrtic, January 1980.

**THE HOMOGENEITY OF IDENTIFICATION DECISIONS BY
DIFFERENT GROUPS ON LD ADOLESCENTS**

Research Report #9

D.D. Deshler, G.R. Alley, D.F. Mellard, and M.M. Warner, January 1980.

**RELIABILITY AND VALIDITY OF THE BAYESIAN IDENTIFICATION
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G.R. Alley, D.D. Deshler, D.F. Mellard, and M.M. Warner, January 1980.

**A MULTITRAIT, MULTIMETHOD ANALYSIS OF THE BAYESIAN
SCREENING INSTRUMENT AND TEST BATTERY FOR LD
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Research Report #11

G.R. Alley, D.D. Deshler, D.F. Mellard, and M.M. Warner, January
1980.

**AN EPIDEMIOLOGICAL STUDY OF LEARNING DISABLED
ADOLESCENTS IN SECONDARY SCHOOLS: DETAILS OF THE
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**AN EPIDEMIOLOGICAL STUDY OF LEARNING DISABLED
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ABILITY, SOCIOECONOMIC STATUS, AND SCHOOL EXPERIENCES**

Research Report #13

M.M. Warner, G.R. Alley, J.B. Schumaker, D.D. Deshler, and F.L.
Clark, January 1980.

**AN EPIDEMIOLOGICAL STUDY OF LEARNING DISABLED
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Clark, January 1980.

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D.D. Deshler, J.B. Schumaker, M.M. Warner, G.R. Alley, and F.L. Clark, January 1980.

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Research Report #23

N. Tollefson, D.B. Tracy, E.P. Johnsen, S. Borgers, M. Buenning, A. Farmer, and C. Barke, January 1980.

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G.M. Harnden, E.L. Meyen, G.R. Alley and D.D. Deshler, January 1980.

ANALYSIS OF COGNITIVE ABILITIES OF ADOLESCENTS LEARNING DISABLED SPECIFICALLY IN ARITHMETIC COMPUTATION

Research Report #26

E.L. Pieper and D.D. Deshler, January 1980.

**A COMPARISON OF LEARNING DISABLED ADOLESCENTS WITH
SPECIFIC ARITHMETIC AND READING DISABILITIES**

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E.L. Pieper and D.D. Deshler, January 1980.

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ACHIEVEMENT OF LEARNING DISABLED STUDENTS**

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**A COMPARISON OF YOUTHS WHO HAVE COMMITTED
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B.K. Lenz, M.M. Warner, G.R. Alley, and D.D. Deshler, December,
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**APPLICATION OF A SOCIAL SKILL AND PROBLEM-SOLVING
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J.S. Hazel, J.B. Schumaker, and J. Sheldon-Wildgen, January, 1981.

**MAJOR RESEARCH FINDINGS OF THE UNIVERSITY OF KANSAS
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**STUDYING THE LEARNING DISABLED ADOLESCENT THROUGH
EPIDEMIOLOGICAL AND INTERVENTION RESEARCH TACTICS**

Monograph #1

R. Altman, January 1980.

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J.E. Ysseldyke, November 1977.

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G. Foster, B. Algozzine and J.E. Ysseldyke, March 1979.

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S.L. Deno, April 1979.

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B. Algozzine, C. Forgnone, C.D. Mercer, and J.J. Trifiletti, June
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THE DISTURBING CHILD: A VALIDATION REPORT

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B. Algozzine, June 1979.

**TECHNICAL ADEQUACY OF TESTS USED BY PROFESSIONALS IN
SIMULATED DECISION MAKING**

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J.E. Ysseldyke, B. Algozzine, R.R. Regan, and M. Potter, July 1979.

**FORMATIVE EVALUATION IN THE CLASSROOM: AN APPROACH
TO IMPROVING INSTRUCTION**

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P.K. Mirken and S.L. Deno, August 1979.

**CURRENT ASSESSMENT AND DECISION MAKING OF PRACTICES
IN MODEL PROGRESS FOR THE LEARNING DISABLED**

Research Report #11
M.L. Thurlow and J.E. Ysseldyke, August 1979.

**EXPERIMENTAL ANALYSIS OF PROGRAM COMPONENTS: AN
APPROACH TO RESEARCH IN CSDCs**

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S.L. Deno, B. Chiang, G. Tindal, and M. Blackburn, August 1979.

**SIMILARITIES AND DIFFERENCES BETWEEN UNDERACHIEVERS
AND STUDENTS LABELED LEARNING DISABLED: IDENTICAL
TWINS WITH DIFFERENT MOTHERS**

Research Report #13
J.E. Ysseldyke, B. Algozzine, M. Shinn, and M. McGue, September
1979.

**CURRENT ASSESSMENT AND DECISION-MAKING PRACTICES IN
SCHOOL SETTINGS AS REPORTED BY DIRECTORS OF SPECIAL
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Research Report #14
S.F. Poland, J.E. Ysseldyke, M.L. Thurlow, and P.K. Mirkin,
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**VALIDITY OF THE WOODCOCK-JOHNSON PSYCHOEDUCATIONAL
BATTERY WITH LEARNING DISABLED STUDENTS**

Research Report #15
M. McGue, M. Shinn, and J.E. Ysseldyke, November 1979.

WHAT CAN I SAY AFTER I SAY LEARNING DISABLED?

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J.H. Sutherland, B. Algozzine, J.E. Ysseldyke, and S. Young,
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**THE INFLUENCE OF TEST SCORES AND NATURALLY OCCURRING
PUPIL CHARACTERISTICS ON PSYCHOEDUCATIONAL DECISION
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J.E. Ysseldyke, B. Algozzine, R.R. Regan, and M. McGue, December
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**DECISION MAKERS' PREDICTION OF STUDENTS' ACADEMIC
DIFFICULTIES AS A FUNCTION OF REFERRAL INFORMATION**

Research Report #18

B. Algozzine and J.E. Ysseldyke, December 1979.

**DIAGNOSTIC CLASSIFICATION DECISIONS AS A FUNCTION OF
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J.E. Ysseldyke and B. Algozzine, January 1980.

**RELATIONSHIPS AMONG SIMPLE MEASURES OF READING AND
PERFORMANCE ON STANDARDIZED ACHIEVEMENT TESTS**

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S.L. Deno, P.K. Mirkin, B. Chiang, and L. Lowry, January 1980.

**RELATIONSHIPS AMONG SIMPLE MEASURES OF SPELLING AND
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Research Report #21

S.L. Deno, P.K. Mirkin, L. Lowry, and K. Kuehnle, January 1980.

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Addresses

This section includes two mailing lists: one numerical, by project code number, and one alphabetical, by project director. Telephone numbers may be accessed by using the project/Institute code number, which appears in both lists, to refer to the Directory section, in which the telephone number and contact person are included.

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Only the educational model programs (HCMP and SNP) are indexed. Due to both the focus and small number of LDRIs, they have been indexed only in the Product Guide.

FISCAL YEAR OF GRANT AWARD

FY 80-81 (1st year) (36): H-051, H-052, H-053, H-054, H-055, H-056, H-057, H-058, H-059, H-060, H-061, H-062, H-063, H-064, H-065, H-066, H-067, S-030, S-031, S-032, S-033, S-034, S-035, S-036, S-037, S-038, S-039, S-040, S-041, S-042, S-043, S-044, S-045, S-046, S-047, S-048.

FY 79-80 (2nd year) (36): H-024, H-025, H-026, H-027, H-028, H-029, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, H-049.

FY 78-79 (3rd year) (30): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-014, H-015, H-016, H-017, H-018, H-020, H-021, H-022, H-023, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

PRIMARY OPERATION BASE

Local Education Agency (LEA) (56): H-002, H-003, H-004, H-006, H-007, H-009, H-011, H-012, H-013, H-014, H-017, H-020, H-021, H-022, H-023, H-024, H-025, H-027, H-029, H-030, H-031, H-032, H-033, H-034, H-036, H-037, H-038, H-041, H-044, H-045, H-046, H-048, H-051, H-054, H-056, H-057, H-058, H-059, H-061, H-063, H-064, H-065, H-066, S-022, S-023, S-026, S-028, S-029, S-032, S-035, S-037, S-041, S-045, S-046, S-047, S-048.

State Education Agency (SEA) (5): H-007, H-008, H-010, S-029, S-030.

Higher Education Agency (HEA) (19): H-014, H-016, H-018, H-030, H-039, H-042, H-043, H-046, H-053, H-062, H-067, S-022, S-024, S-027, S-028, S-029, S-033, S-034, S-042.

Other Public Funded Agency (6): H-015, H-049, H-052, H-060, S-025, S-044.

Private, Non-Profit Agency (16): H-005, H-026, H-028, H-029, H-033, H-040, H-047, H-051, H-055, H-057, S-026, S-031, S-036, S-038, S-039, S-043.

Other Private Source (1): S-040.

DISABILITY TYPES

Specific Learning Disabilities (41): H-001, H-002, H-004, H-005, H-006, H-008, H-009, H-011, H-012, H-013, H-016, H-017, H-022, H-023, H-024, H-025, H-029, H-030, H-032, H-034, H-038, H-039, H-040, H-042, H-043, H-047, H-048, H-049, H-051, H-052, H-053, H-055, H-058, H-059, H-060, H-062, H-063, H-064, H-065, H-067, S-039.

Mentally Retarded (52): H-001, H-002, H-004, H-006, H-008, H-009, H-011, H-012, H-013, H-017, H-018, H-020, H-022, H-023, H-025, H-028, H-030, H-032, H-034, H-038, H-039, H-040, H-043, H-044, H-046, H-047, H-049, H-052, H-054, H-056, H-058, H-059, H-060, H-062, H-063, H-064, H-065, H-066, H-067, S-022, S-023, S-024, S-025, S-026, S-028, S-031, S-033, S-034, S-035, S-041, S-045, S-046.

Hard of Hearing (15): H-001, H-008, H-011, H-012, H-017, H-022, H-030, H-048, H-052, H-061, H-062, H-065, H-066, H-067, S-026.

Deaf (13): H-004, H-012, H-017, H-022, H-030, H-054, H-058, H-062, H-064, H-065, H-067, S-023, S-035.

Speech Impaired (25): H-001, H-003, H-004, H-008, H-011, H-012, H-013, H-017, H-022, H-025, H-027, H-029, H-032, H-034, H-038, H-048, H-054, H-058, H-059, H-061, H-062, H-065, H-066, H-067, S-025.

Visually Impaired (13): H-001, H-004, H-008, H-012, H-017, H-022, H-029, H-030, H-064, H-066, H-067, S-023, S-035.

Blind (7): H-001, H-004, H-008, H-012, H-030, H-054, S-036.

Deaf-Blind (16): H-001, H-012, S-022, S-023, S-027, S-029, S-030, S-032, S-033, S-035, S-040, S-041, S-042, S-043, S-044, S-048.

Seriously Emotionally Disturbed (37): H-001, H-002, H-003, H-004, H-005, H-008, H-012, H-013, H-015, H-017, H-018, H-021, H-022, H-029, H-030, H-031, H-032, H-033, H-034, H-035, H-039, H-040, H-042, H-043, H-044, H-047, H-048, H-052, H-055, H-058, H-062, H-063, H-064, H-065, H-067, S-022, S-026.

Autistic (13): H-012, H-041, H-054, H-057, S-022, S-024, S-025, S-033, S-035, S-037, S-039, S-045, S-047.

Orthopedically Impaired (20): H-001, H-002, H-004, H-006, H-008, H-012, H-013, H-017, H-018, H-027, H-030, H-045, H-048, H-058, H-062, H-064, H-066, H-067, S-031, S-046.

Other Health Impaired (12): H-001, H-003, H-008, H-012, H-017, H-022, H-029, H-040, H-062, H-064, H-066, S-046.

Multiply Handicapped (32): H-001, H-002, H-004, H-010, H-011, H-012, H-018, H-027, H-030, H-036, H-037, H-045, H-046, H-054, H-056, H-058, H-062, H-064, H-066, H-067, S-022, S-023, S-024, S-025, S-026, S-028, S-031, S-033, S-034, S-035, S-045, S-046.

AGE GROUPS

Ages 0-2 (1): S-034.

Ages 3-5 (21): H-008, H-024, H-027, H-031, H-035, H-038, H-045, H-052, H-056, H-057, H-058, H-059, H-061, H-063, H-067, S-023, S-027, S-033, S-037, S-047, S-048.

Ages 6-8 (42): H-004, H-008, H-010, H-015, H-018, H-020, H-021, H-024, H-027, H-030, H-031, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-042, H-045, H-051, H-052, H-056, H-057, H-058, H-059, H-061, H-062, H-063, H-066, H-067, S-023, S-027, S-032, S-033, S-035, S-036, S-037, S-039, S-045, S-047.

Ages 9-12 (49): H-004, H-005, H-008, H-010, H-015, H-020, H-021, H-022, H-023, H-024, H-027, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-043, H-046, H-047, H-051, H-052, H-054, H-056, H-058, H-059, H-062, H-063, H-066, H-067, S-023, S-027, S-029, S-031, S-033, S-035, S-036, S-037, S-039, S-042, S-043, S-045, S-047, S-048.

Ages 13-18 (67): H-002, H-003, H-004, H-005, H-006, H-008, H-009, H-010, H-011, H-013, H-016, H-017, H-020, H-021, H-022, H-024, H-025, H-027, H-028, H-029, H-030, H-033, H-034, H-035, H-036, H-038, H-041, H-043, H-044, H-046, H-047, H-048, H-049, H-052, H-053, H-054, H-055, H-056, H-058, H-059, H-060, H-062, H-065, H-066, H-067, S-022, S-024, S-025, S-026, S-027, S-028, S-029, S-030, S-031, S-033, S-035, S-036, S-037, S-039, S-040, S-041, S-042, S-044, S-045, S-046, S-047, S-048.

Ages 19-21 (35): H-008, H-011, H-013, H-016, H-017, H-020, H-027, H-028, H-035, H-036, H-044, H-046, H-048, H-049, H-053, H-056, H-059, H-064, H-066, S-022, S-024, S-026, S-028, S-029, S-030, S-031, S-033, S-035, S-036, S-037, S-040, S-044, S-045, S-046, S-048.

Ages 22+ (5): H-049, H-053, H-057, S-036, S-044.

LEVELS OF SEVERITY

Mild (46): H-001, H-002, H-006, H-008, H-009, H-010, H-011, H-012, H-013, H-014, H-015, H-016, H-017, H-022, H-023, H-024, H-025, H-028, H-029, H-030, H-031, H-032, H-033, H-034, H-038, H-039, H-040, H-042, H-043, H-048, H-049, H-051, H-053, H-058, H-059, H-060, H-062, H-063, H-064, H-065, H-067, S-027, S-029, S-030, S-037, S-040.

Moderate (62): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-014, H-015, H-016, H-017, H-020, H-022, H-024, H-025, H-027, H-028, H-029, H-030, H-031, H-032, H-033, H-034, H-035, H-038, H-039, H-040, H-043, H-044, H-047, H-048, H-049, H-051, H-052, H-053, H-058, H-059, H-060, H-061, H-062, H-063, H-064, H-065, H-067, S-022, S-026, S-027, S-028, S-029, S-030, S-036, S-037, S-040, S-041, S-045, S-046.

Severe (68): H-001, H-002, H-004, H-005, H-007, H-008, H-010, H-011, H-012, H-014, H-015, H-017, H-018, H-020, H-021, H-022, H-024, H-025, H-027, H-029, H-030, H-031, H-035, H-036, H-037, H-040, H-041, H-044, H-045, H-046, H-047, H-052, H-054, H-055, H-056, H-057, H-058, H-061, H-063, H-065, H-066, H-067, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029, S-030, S-031, S-033, S-034, S-035, S-036, S-037, S-038, S-039, S-040, S-041, S-042, S-043, S-044, S-045, S-046, S-047, S-048.

Profound (40): H-007, H-010, H-012, H-014, H-018, H-020, H-024, H-027, H-030, H-031, H-036, H-037, H-041, H-044, H-045, H-046, H-055, H-056, H-058, H-066, S-022, S-023, S-028, S-025, S-027, S-028, S-029, S-033, S-034, S-035, S-037, S-038, S-039, S-040, S-042, S-044, S-045, S-046, S-047, S-048.

PROJECT STAFF

Teacher/Instructional Personnel for Children (63): H-001, H-002, H-003, H-004, H-005, H-006, H-009, H-010, H-011, H-013, H-015, H-016, H-017, H-020, H-021, H-024, H-025, H-028, H-030, H-031, H-033, H-034, H-035, H-036, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-048, H-049, H-053, H-054, H-055, H-056, H-057, H-058, H-060, H-061, H-063, H-065, H-066, S-023, S-025, S-026, S-027, S-029, S-030, S-031, S-032, S-034, S-035, S-036, S-037, S-039, S-041, S-043, S-044, S-046, S-048.

Teacher/Instructional Personnel for Staff (35): H-008, H-009, H-011, H-014, H-015, H-018, H-022, H-029, H-030, H-032, H-034, H-036, H-037, H-041, H-042, H-043, H-046, H-048, H-053, H-055, H-058, H-061, H-063, H-064, H-24, S-022, S-025, S-029, S-032, S-033, S-035, S-037, S-039, S-041, S-045.

Teacher/Instructional Personnel for Parents (19): H-010, H-014, H-018, H-034, H-036, H-037, H-047, H-051, H-052, H-055, H-056, H-057, H-061, S-024, S-029, S-032, S-039, S-040, S-042.

Teacher Aide/Intern/Assistant (45): H-002, H-010, H-013, H-015, H-016, H-017, H-018, H-020, H-021, H-022, H-023, H-024, H-025, H-028, H-029, H-034, H-036, H-037, H-041, H-042, H-043, H-046, H-048, H-053, H-054, H-056, H-057, H-058, H-060, H-061, H-063, H-066, S-023, S-025, S-027, S-029, S-030, S-032, S-034, S-035, S-037, S-039, S-043, S-045, S-046.

Occupational Therapist (12): H-004, H-036, H-037, H-046, H-054, H-056, H-057, S-034, S-035, S-039, S-043, S-046.

Physical Therapist (12): H-004, H-024, H-036, H-037, H-045, H-056, H-058, S-028, S-034, S-035, S-039, S-046.

Psychologist (24): H-002, H-005, H-009, H-010, H-015, H-021, H-022, H-024, H-031, H-035, H-036, H-040, H-042, H-048, H-052, H-053, H-054, H-060, H-062, H-063, S-035, S-037, S-039, S-043.

Speech/Language/Communication Specialist (22): H-004, H-010, H-024, H-027, H-036, H-040, H-042, H-045, H-046, H-053, H-054, H-056, H-060, H-062, S-027, S-034, S-035, S-037, S-039, S-043, S-046, S-048.

Administrative Staff (45): H-005, H-006, H-007, H-011, H-014, H-017, H-021, H-022, H-023, H-024, H-025, H-026, H-029, H-032, H-035, H-036, H-041, H-042, H-044, H-045, H-046, H-048, H-052, H-053, H-054, H-055, H-056, H-059, H-060, H-062, H-063, H-064, S-022, S-027, S-030, S-031, S-034, S-035, S-037, S-039, S-041, S-042, S-044, S-045, S-046.

Clerical/Secretarial Support Staff (70): H-002, H-004, H-005, H-006, H-007, H-008, H-009, H-011, H-013, H-014, H-017, H-018, H-022, H-024, H-025, H-026, H-027, H-028, H-032, H-033, H-034, H-035, H-036, H-037, H-038, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, H-049, H-051, H-053, H-054, H-055, H-056, H-057, H-059, H-060, H-062, H-065, H-066, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029, S-030, S-031, S-032, S-034, S-035, S-036, S-037, S-038, S-039, S-040, S-041, S-044, S-045, S-046, S-047, S-048.

Medical Staff (9): H-024, H-029, H-035, H-036, H-040, H-054, H-060, H-062, S-037.

Social Worker (15): H-005, H-013, H-021, H-024, H-033, H-036, H-040, H-041, H-052, H-055, H-060, S-034, S-035, S-043, S-048.

Counselor (8): H-005, H-009, H-016, H-017, H-040, H-042, H-060, S-024.

Other Staff (40): H-001, H-002, H-018, H-024, H-026, H-027, H-031, H-032, H-033, H-038, H-041, H-042, H-043, H-044, H-047, H-053, H-059, H-062, H-063, H-064, H-066, H-067, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-033, S-034, S-036, S-037, S-038, S-040, S-043, S-045, S-046, S-047, S-048.

PROJECT SERVICE AREAS

Inner City (30): H-001, H-005, H-009, H-014, H-015, H-016, H-020, H-026, H-028, H-030, H-031, H-032, H-035, H-043, H-046, H-049, H-051, H-055, H-061, H-063, H-064, H-067, S-023, S-027, S-032, S-034, S-036, S-040, S-042, S-044.

Major City (42): H-001, H-003, H-005, H-007, H-009, H-010, H-012, H-013, H-014, H-016, H-018, H-020, H-021, H-028, H-030, H-036, H-040, H-041, H-046, H-049, H-051, H-055, H-058, H-063, H-064, H-065, H-067, S-023, S-024, S-027, S-029, S-032, S-033, S-034, S-036, S-038, S-039, S-040, S-042, S-044, S-047, S-048.

City (44): H-001, H-005, H-006, H-007, H-009, H-010, H-014, H-015, H-017, H-020, H-023, H-026, H-027, H-028, H-029, H-030, H-037, H-039, H-043, H-044, H-046, H-047, H-049, H-052, H-054, H-058, H-060, H-064, H-067, S-022, S-023, S-024, S-027, S-028, S-029, S-030, S-033, S-036, S-037, S-040, S-042, S-043, S-046, S-047.

Suburban (39): H-001, H-002, H-003, H-005, H-006, H-007, H-014, H-015, H-016, H-017, H-022, H-023, H-026, H-028, H-029, H-030, H-031, H-033, H-038, H-042, H-047, H-048, H-049, H-055, H-056, H-057, H-067, S-024, S-027, S-029, S-033, S-034, S-036, S-038, S-040, S-042, S-044, S-046, S-047.

Small Town (34): H-001, H-003, H-006, H-010, H-014, H-015, H-018, H-025, H-026, H-027, H-029, H-030, H-034, H-037, H-042, H-047, H-049, H-053, H-060, H-062, H-067, S-026, S-027, S-028, S-029, S-030, S-033, S-035, S-036, S-038, S-040, S-041, S-042, S-044.

Rural (41): H-001, H-004, H-008, H-010, H-011, H-014, H-015, H-018, H-022, H-024, H-025, H-026, H-027, H-031, H-033, H-034, H-045, H-047, H-048, H-049, H-052, H-053, H-059, H-060, H-062, H-066, H-067, S-026, S-027, S-029, S-030, S-031, S-033, S-035, S-036, S-038, S-040, S-041, S-042, S-044, S-045.

Projects Serve Entire State/More than One State (20): H-008, H-010, H-014, H-040, H-047, H-048, H-049, H-053, H-062, H-067, S-024, S-029, S-030, S-033, S-034, S-036, S-040, S-041, S-042, S-043.

Projects Do Not Serve Entire State (72): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-009, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-041, H-042, H-043, H-044, H-045, H-046, H-051, H-052, H-054, H-055, H-056, H-057, H-058, H-059, H-060, H-061, H-063, H-064, H-065, H-066, S-022, S-023, S-025, S-026, S-027, S-028, S-031, S-032, S-035, S-037, S-038, S-039, S-044, S-045, S-046, S-047, S-048.

SERVICE SITES

Regular Elementary School (40): H-001, H-004, H-005, H-008, H-014, H-015, H-020, H-021, H-023, H-024, H-030, H-031, H-032, H-033, H-034, H-037, H-038, H-039, H-040, H-042, H-043, H-045, H-051, H-058, H-059, H-061, H-063, H-066, S-022, S-024, S-029, S-032, S-033, S-035, S-037, S-038, S-039, S-042, S-045, S-047.

Regular Secondary School (42): H-001, H-002, H-003, H-004, H-005, H-006, H-008, H-009, H-011, H-013, H-014, H-020, H-021, H-022, H-024, H-025, H-026, H-029, H-030, H-033, H-034, H-040, H-041, H-043, H-048, H-058, H-059, H-060, H-065, H-066, S-022, S-024, S-028, S-029, S-033, S-035, S-037, S-038, S-039, S-041, S-042, S-045.

Regular Higher Education Facility (7): H-001, H-004, H-014, H-016, H-030, H-062, S-022.

Regular Vocational School (1): H-066.

Special Elementary School (32): H-001, H-004, H-007, H-010, H-011, H-012, H-014, H-018, H-020, H-024, H-026, H-027, H-036, H-040, H-043, H-046, H-047, H-051, H-055, H-057, H-058, H-061, H-067, S-023, S-027, S-029, S-030, S-031, S-036, S-042, S-046, S-047.

Special Secondary School (22): H-004, H-011, H-014, H-017, H-020, H-024, H-026, H-027, H-028, H-040, H-043, H-044, H-047, H-054, H-055, H-058, H-064, S-025, S-030, S-035, S-044, S-046.

Special Higher Education Facility (3): H-014, H-027, H-040.

Special Vocational School (6): H-017, H-064, S-026, S-029, S-030, S-044.

Residential Facility (17): H-001, H-007, H-010, H-014, H-018, H-040, H-044, S-025, S-026, S-027, S-029, S-030, S-031, S-036, S-042, S-044, S-048.

Other Special Center (Non-School) (12): H-005, H-007, H-010, H-014, H-015, H-022, H-047, H-057, S-027, S-034, S-040, S-042.

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Other Locations (30): H-001, H-004, H-005, H-011, H-013, H-014, H-017, H-018, H-025, H-028, H-031, H-034, H-035, H-047, H-049, H-052, H-053, H-056, H-059, H-060, H-065, S-022, S-024, S-026, S-035, S-036, S-041, S-043, S-044, S-046.

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^a All Learning Disabilities Research Institutes have literature reviews available; these may be identified in the Product Guide as monographs, research or technical reports, or literature reviews.